

Nanny Mack childminding Child Minding

St. Andrews

Type of inspection:
Unannounced

Completed on:
8 November 2024

Service provided by:

Service provider number:
SP2023000178

Service no:
CS2023000285

About the service

Nanny Mack childminding is provided by Aileen from the family home on the military housing scheme in Leuchars, Fife. The service is close to local amenities including green spaces, the local nursery and school and local shops. The service is delivered from the ground floor of the family home and children have access to the lounge, dining room, kitchen and downstairs bathroom. Children also have access to an enclosed rear garden.

The service was registered to provide care for a maximum of 6 children at any one time up to 16 years of age:

- of whom no more than 6 are under 12 years
- 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. Minded children can only be cared for by persons named on the certificate.

About the inspection

This was an unannounced inspection, which took place on 8 November 2024 between 10:00 and 13:30 hours. 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
- intelligence gathered since the last inspection.

In making our evaluations of the service we;

- spoke with two children using the service
- spoke with the childminder
- requested feedback from parents/carers via survey link
- observed practice and daily life
- reviewed documents.

Key messages

- Children were safe, comfortable and engaged in a variety of play experiences tailored to their interests.
- Children benefit from an environment which is safe, clean and well maintained, with appropriate safety measures in place.
- Children enjoyed quality care and support as a result of the childminder's reflective practice.
- The childminder was knowledgeable and committed to professional developments, enhancing care and learning for children.

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 were comfortable, relaxed and secure in the service. The childminder's kind and nurturing approach enabled the positive attachments seen. The childminder knew children well and was able to discuss their current stage of development. Children's transition into the service was helped by the range of information gathered from parents prior to starting, along with an individualised approach to settling in visits.

Positive relationships with parents enabled sharing of information which promoted children's continuity of care. Parents were happy to spend time in the setting and received full feedback on their child's day, both verbally and via electronic communication. This allowed families to be fully included in their child's time in the service.

Children enjoyed relaxed and sociable mealtimes. The childminder sat with children and provided encouragement for them to be independent. Most meals and snacks were provided by parents but the childminder ensured that fresh fruit was always available and provided a balanced range of healthy snacks to one child. Children also enjoyed opportunities to plant, grow and harvest some foods and were often involved in the preparation of food. This helped children build a healthy relationship with food and promoted their wellbeing.

At the time of inspection, no children required medication. The childminder had appropriate documentation in place to support the safe administration of medication, should it be required in the future.

Children's dignity was maintained as the childminder ensured privacy for nappy changes and potty use. They used aprons and gloves, along with hand washing to maintain hygiene. This meant children were respected and experienced a nurturing and safe approach to personal care.

The childminder promoted use of a travel cot to support children's safe sleeping. However, there was occasional use of a buggy for one child's sleep as a result of parental request and routine. We reminded the childminder this is not in line with safe sleeping guidelines. We asked the childminder to continue to work with parents in promoting use of the travel cot or a sleep mat. This is to ensure children routinely enjoy restful sleep on a flat surface, with the ability to move naturally.

Quality indicator 1.3; Play and learning

Children benefitted from variety in their play, as the childminder was observant to their interests and planned play experiences to suit their needs and extend their learning. For example, accessing relevant books, programmes and using the telescope to look at the moon during the day, for one child who was interested in planets. We discussed how the childminder could now record their planning along with children to allow them to be more involved. This would help to ensure children's interests were extended, identify any areas for support and provide any additional intervention.

Frequent use of different groups and outings in the community added enjoyment to children's day and extended their learning. For example, music class, book bug, toddlers, a walking group and play in the forest. These provided opportunity for children to socialise, learn how to assess and manage risk and be creative.

Children had a sense of empowerment and inclusion as the childminder was consistent in giving them reasonable choices with visual prompts; for example, being shown two different soup choices for lunch. This consultation with children enabled children to have some control over their lives and helped them to learn how to manage themselves.

Children enjoyed lots of singing and stories during their daily play, which supported their language development through repetition and learning new words. The childminder encouraged children to use their words during periods of frustration and effectively role modelled clear language and expanded children's speech. This supported children to develop their language skills, boosting their self esteem and learning.

Children's progress was recorded, allowing the childminder to identify individual next steps and provide appropriate support enabling children to achieve. We reminded the childminder to ensure all entries are dated to demonstrate progress and that next steps are clearly and consistently recorded.

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's risk of harm was reduced as the childminder maintained a safe and secure environment. The childminder closely supervised children at all times, including play in the garden to prevent children leaving unnoticed. Written risk assessments were in place which informed daily checks prior to children's arrival. Relevant safety equipment was used where required, such as to ensure safe storage of hazardous materials. Children were also learning how to take responsibility for their own safety as a result of the childminders interactions and discussions. For example, learning about stranger danger, road safety and how to interact with pets. Risks from online content were minimised through very limited and supervised access, when required. All these measures supported children to remain safe.

Children's health was supported through the childminder ensuring provision of a clean, tidy and ventilated environment. They were aware of minimum exclusion periods for childhood ailments and managed this, to prevent cross infection. Children were encouraged and supported to wash their hands and the childminder had completed food hygiene training which helped to reduce risk of cross contamination. As a result, children's wellbeing was protected and enhanced.

A variety of toys, games and books were available and easily accessible to children, supporting their independent choice. The childminder explained how toys were selected to ensure they were safe, age appropriate and educational. This meant children were engaged by them as they promoted their cognitive, motor and social skills. We discussed with the childminder how they could now develop treasure basket (loose parts) play for the youngest child, which they were keen to implement.

The childminder evidenced that they had a good understanding of confidentiality issues when collecting and sharing information with parents.

This ensured that each child's personal circumstances and information was kept private.

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

Policies and risk assessments were kept under review and changes had been made which supported the safe and effective running of the service. As a result, children were cared for by a childminder who carefully considered their safety and wellbeing.

The childminder was reflective and read widely to support their practice, which contributed to ongoing self-evaluation and improvements. They confidently identified and described their strengths and areas for improvement and how they would address these. This was clearly recorded within an improvement plan for the year ahead, which was kept under regular review. For example, they had identified a need to increase access to groups within the community, which was now established. This plan enabled the childminder to identify and monitor their progress in making improvements.

The childminder was making use of self-evaluation tools such as the 'quality framework for daycare of children, childminding and school-aged childcare' and the 'self-evaluation toolkit for childminders'. These supported their ongoing reflection on practice enabling them to measure their improvement journey.

The childminder encouraged parents and children to express their views and to give her feedback on the service verbally. There had been some opportunities for families to give some formal feedback through settling in and leavers questionnaires. The childminder had identified a need to develop formal opportunities for families to give their views at other points, which they should now progress.

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 enjoyed quality care and support as the childminder held a very good understanding of how children learn. They used skilled questioning to support children's own problem solving and ensured individualised approaches. This contributed to children having fun, whilst learning through their play.

Children's outcomes were enhanced, as the childminder demonstrated a strong commitment to learning. Along with current work to complete a degree, they also accessed other relevant training opportunities. This included e-modules from SCMA (Scottish Childminding Association), open learning badges, food hygiene training, first aid and child protection. This ensured the childminder was skilled and knowledgeable in the care of children. A record of learning as part of the qualification was maintained, which demonstrated the breadth of learning. We asked the childminder to now maintain a reflective log of all training completed. This could be used to support ongoing quality improvement.

Use of a range of best practice guidance documents, along with conversations with other childminders, further enhanced the childminder's knowledge and understanding. The childminder actively sourced appropriate reading by using the Care Inspectorate website and was able to discuss use of best practice documents. We reminded the childminder about our YouTube channel, where bite-size video learning and recorded webinars were also available.

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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