

Edwards, Catherine Child Minding

Glenrothes

Type of inspection:
Unannounced

Completed on:
12 November 2024

Service provided by:

Service provider number:
SP2006959628

Service no:
CS2006124159

About the service

Catherine Edwards provides a childminding service from her home in Glenrothes. Her husband, Martin Edwards is named as an assistant. Children mainly use the downstairs facilities and have access to a summer house in the garden. The accommodation is within walking distance of play parks and the local primary school and nursery. At the time of inspection, Mrs Edwards could work independently or jointly with the named assistant.

The service may be provided to a maximum of six children under the age of 16 years at any given time, of whom no more than three are not yet attending primary school, including no more than one child who is under 12 months.

During periods when the named assistant is working with the childminder, the service may be provided to a maximum of eight children under the age of 16 years, at any given time, of whom no more than six are not yet attending primary school, including no more than two who are under 12 months.

When working alone and unsupervised, the childminding assistant may care for a maximum of two children.

There is no restriction on the daytime hours of operation; however, no overnight care may be provided.

About the inspection

This was an unannounced which took place on 12 November 2024 between 09:45 and 12:00. 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, information submitted by the service and intelligence gathered since the last inspection.

In making our evaluations of the service we:

- spoke with the child using the service and received two completed parent/carer electronic questionnaires;
- spoke with the childminder and her assistant;
- observed practice and how children were supported;
- reviewed documents.

Key messages

- The childminder and assistant should identify and complete training or learning that would support their continued professional development.
- The childminder and assistant knew children well and understood their individual needs.
- They interacted with children in a caring, kind and supportive way.
- Quality assurance should continue to be developed to improve outcomes for children.
- They layout of the kitchen/diner had been changed so children had more space to play.

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?	3 - Adequate
How good is our leadership?	4 - Good
How good is our staff team?	3 - Adequate

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 on positive outcomes for children.

Quality Indicator 1.1: Nurturing care and support

Children were cared for in a warm and nurturing way. They benefitted from close attachments as the childminder and assistant knew them well. These positive relationships meant that children were well settled and comfortable in their care.

The childminder talked confidently about children's needs, personalities and how they were supported. We saw interactions that demonstrated the childminder was tuned into children's moods, emotions and stage of development. As a result children received comfort, reassurance and support when they needed it. Written records described how children were progressing or if they needed support with anything. While we concluded children's needs were met, personal plans could contain more information about outcomes for children. For example, were the strategies used to support them effective. Parents shared "The childminder is so hands on with my son and really focuses on all his developments, she always takes on board the things I do with him at home to ensure when he is with her he is still learning new skills."

Regular communication with parents meant they were kept informed about their child. Verbal and written information meant everyone was kept up to date about children's experiences and how their routine was followed. This enabled responsive care as parents/carers could contribute their views and share any updates they had. Parents told us "The childminder will always make time to chat about my son and his development, ensuring she has everything in place for him and always gives advice when my son is learning a new skill, she's so knowledgeable." Where children needed support, we talked about suitable strategies that reflected current practice and could help them regulate their emotions.

If children needed to rest the area could be cleared for this. We advised the childminder about best practice and that children should lie on a flat surface for sleeping. If they fall asleep in a buggy, they should be moved once asleep.

Quality Indicator 1.3: Play and learning

The toys and activities available were suitable for children, met their needs and stage of development. Children's interests were used to support their learning. For example, dinosaurs and planets had been recent interests that had been developed. Photographs demonstrated the range of activities they were involved in. For example, older children were learning life skills as they had opportunities to cook. A floor book continued to be used to show children's experiences. The childminder should continue to develop this and record the outcomes for children. Information could be cross referenced to individual personal plans. **(See area for improvement 1).**

The childminder used observation to capture children's achievements and progress. For example, we saw children had made progress in literacy and numeracy. Some 'next steps' to support their continued learning had been identified. We talked about how this information could be more specific so it was clear how children's continued development would be supported. For example, what activities would help them develop language and literacy skills. This detail would promote positive outcomes for children as it would

build on their learning. Parents told us "The childminder always has different games and toys that encourage development, she sits with the kids and they sing songs which my son absolutely loves, he's recognising more sounds because of this."

The local community was well used to extend children's experiences and support their interests. For example, going to local parks and toddler group promoted opportunities for children to explore the natural environment and be involved in community events. They developed their physical skills and confidence on large equipment as well as learn social skills.

Areas for improvement

1.

To support positive outcomes for children's learning and development, the childminder should continue to develop the use of 'next steps' so children continue to make progress.

This is to ensure I experience high quality care and support that is right for me and is consistent with the Health and Social Care Standards which state that 'I am supported to achieve my potential in education and employment if this is right for me. (HSCS 1.27).

How good is our setting?

3 - Adequate

We evaluated this key question as adequate. While the strengths had a positive impact, key areas need to improve.

Quality indicator 2.2 - Children experience high quality facilities.

The childminder had created a warm, welcoming and homely environment for children. We saw that the areas used were clean, hygienic and well maintained for children. Risk assessments meant children's safety was promoted indoor and outdoors as hazards had been identified and minimised. The use of the outdoors, kitchen/dining area and summer house in the garden (mainly used in the better weather), enabled children to choose where they wanted to play. Parents shared "The childminder has an outhouse which is filled with toys and outdoor activities, weather dependant she gets the kids out as much as she can and love that as my son loves being outdoors."

The childminder had re-organised the kitchen/diner area which offered children more space to play. When access to the summer house is limited, we asked the childminder to consider the use of space available. The environment should be organised dependent on the age and number of children attending.

There were system in place that minimised the spread of infection. Appropriate personal protective equipment was used when children's personal care was carried out. The childminder advised the changing area for younger children would be set up again once work was finished.

Children benefited from contact with the family dog who was friendly. We saw this was well-managed as, children were comfortable around him.

How good is our leadership?

4 - Good

We evaluated this key question as good, where several strengths impacted on positive outcomes for children.

Quality Indicator 3.1: Quality assurance and improvement are led well.

The childminder and assistant's values were evident in the warm, sensitive interactions observed. Children knew they mattered as their views were used to provide activities they wanted to do. They felt listened to as their choices were acted upon. For example, developing life skills as they were able to cook and make snacks.

The childminder confirmed it was mainly informal ways used to gather views about the service. This had enabled them to reflect on what went well and identify areas for development. They had recorded changes made to improve outcomes for children. For example, re-organising and rotating toys to they are suitable for the children attending. Parents told us "The childminder will always ask for advice on new things she wants to try with the kids and setting things up for them, this allows us an involvement on how my sons development is being improved while with her."

Information from professional bodies such as the Scottish Childminding Association (SCMA), also supported this process. The childminder should continue to demonstrate how self evaluation is used to develop the service. For example, recording how children have benefitted from changes made.

The childminder had continued to use a floor book to demonstrate activities and experiences children had been involved in. We suggested ways to continue to develop this. For example, adding evaluations would show how children benefit from the experiences offered. Where interests and activities were extended, it would be useful to cross reference with children's personal plans to show progression.

The childminder and assistant should continue to develop and embed self-evaluation into practice. They had identified areas they plan to develop. We highlighted best practice guidance that would support this process. For example, 'Realising the ambition: Being me.' In addition, we advised the childminder about the new 'Quality Improvement Framework for Early Learning and Childcare.' This will help assess the impact and outcome of any change. They should continue to involve families and children are involved in this process.

How good is our staff team?

3 - Adequate

We evaluated this key question as adequate. While the strengths had a positive impact, key areas need to improve.

Quality indicator 4.3: Staff Deployment

The experienced childminder was supported by her husband who was named as an assistant. They worked well together and had developed positive relationships with parents and children. A child centred approach was achieved as information was shared which supported children's routines and promoted continuity of care. Their consistent approach meant children had positive experiences as their individual needs and interests were known. Parents shared "The childminder has always gone above and beyond with my child and has brought them on so much since being in her care, she will always message and check on them whenever he has been poorly and he absolutely loves being with her."

The childminder and assistant used information from SCMA to keep up to date with current events. They had identified what learning they would benefit from. They should evaluate what they have learned and

show how it has improved outcomes for children. To further support their professional development, they could use best practice guidance more which can be found on the Care Inspectorate hub. We made an area for improvement at the last inspection which was not fully met, so will continue it. **(See area for improvement 1).**

Areas for improvement

1. To show how their professional development has improved outcomes for children, the childminder and assistant should keep a record of their learning. This should include an evaluation to reflect how it has supported the development of their skills and knowledge.

This is to ensure confidence in the people who support and care for me and is consistent with the Health and Social Care Standards which state that 'I have confidence in people because they are trained, competent and skilled, are able to reflect on their practice and follow their professional and organisational codes.' (HSCS 3.14).

What the service has done to meet any areas for improvement we made at or since the last inspection

Areas for improvement

Previous area for improvement 1

To support positive outcomes for children's learning and development, the childminder should continue to develop the use of observations and floor books. They should be used to assess their progress and identify 'next steps' for their continued learning and development.

This is to ensure I experience high quality care and support that is right for me and is consistent with the Health and Social Care Standards which state that 'I am supported to achieve my potential in education and employment if this is right for me. (HSCS 1.27).

This area for improvement was made on 20 February 2024.

Action taken since then

The childminder recorded information about children. This was shared regularly with parents which enabled them to talk about strategies used to support children. The childminder should continue to develop these systems so they include outcomes for children.

This area for improvement has been met.

Previous area for improvement 2

To improve outcomes for children and families, the childminder should continue to develop the quality assurance systems they have introduced. This will enable them to assess and evaluate the quality of the service and identify areas for development. Gathering parents, children's and stakeholder's views should be part of this process.

This is to ensure confidence in the people who support and care for me and is consistent with the Health and Social Care Standards which state that 'I benefit from a culture of continuous improvement, with the organisation having a robust and transparent quality assurance processes. (HSCS 4.19).

This area for improvement was made on 20 February 2024.

Action taken since then

The childminder had started to record changes to the service that improved outcomes for children. There was a mix of formal and informal used to gather parents and carers and children's views. The childminder should continue to build on these opportunities and use best practice guidance to support to reflect on their practice.

This area for improvement has been met.

Previous area for improvement 3

To show how their professional development has improved outcomes for children, the childminder and assistant should keep a record of their learning. This should include an evaluation to reflect how it has supported the development of their skills and knowledge.

This is to ensure confidence in the people who support and care for me and is consistent with the Health and Social Care Standards which state that 'I have confidence in people because they are trained, competent and skilled, are able to reflect on their practice and follow their professional and organisational codes.' (HSCS 3.14).

This area for improvement was made on 20 February 2024.

Action taken since then

The childminder and assistant used information from SCMA to keep up to date with current events. They had identified training and learning they would benefit from, but had not yet completed. They need to record their professional development and evaluate it to show how it has been used to develop the service.

This area for improvement has not been met so will be continued.

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?	3 - Adequate
2.2 Children experience high quality facilities	3 - Adequate
How good is our leadership?	4 - Good
3.1 Quality assurance and improvement are led well	4 - Good
How good is our staff team?	3 - Adequate
4.3 Staff deployment	3 - Adequate

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