

Mano Childminding Service Child Minding

Aberdeen

Type of inspection:
Unannounced

Completed on:
27 November 2024

Service provided by:

Service provider number:
SP2022000106

Service no:
CS2022000147

About the service

The childminder provides their service from a ground floor flat in a residential area within Aberdeen city centre, close to public transport.

The childminder is registered to care for a maximum of six children at any one time up to 16 years of age; of whom no more than six are under 12 years; 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 childminder is registered to provide overnight care for up to four nights in any one month.

The parts of the premises not to be used are the garden unless used for fully supervised specific activities, for example planting and growing.

About the inspection

This was an unannounced inspection which took place on 27 November 2024 between 11:30 and 18:30. 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 and information submitted by the service.

In making our evaluations of the service we:

- Reviewed written feedback from three parents of children using the service
- Spoke with children using the service
- Spoke with the childminder
- Observed practice and children's experiences
- Reviewed documents.

Key messages

- Children were nurtured by a kind and caring childminder who knew them very well.
- The childminder had developed positive relationships with parents and carers and worked in close partnership to ensure children's individual needs were met.
- The childminder should ensure that best practice is followed in relation to the management of medication to ensure children's positive wellbeing.
- Infection control practice should be updated to reflect current best practice and keep children healthy.
- Experiences contributed to children's overall wellbeing and development.
- The childminder was committed to providing a high level of care and learning for minded children.
- The childminder was very reflective in their practice. This resulted in a very holistic approach to care and support which enabled very positive outcomes for the children.
- The childminder was committed to undertaking regular training to continue developing her practice.

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?	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?

4 - Good

We evaluated this key question as good, as there were a number of important strengths which, taken together, clearly outweighed areas for improvement.

1.1. Nurturing care and support

Children benefitted from warm and nurturing interactions with the childminder. A parent told us that, "Noelle is very warm and nurturing with both myself, my child and other children in her care." The childminder was able to respond to different needs and more challenging situations in a calm and supportive way. Children were comforted when they were upset. They were encouraged in their play and learning and achievements were recognised and praised. A parent told us that, "My little one feels at home and thrives in a very secure, consistent and safe environment."

Children's needs and how they were to be supported were recorded in detailed personal plans. As part of their role the childminder provided a community childminding service which provided support to families at times this was needed. The childminder told us that she would initially visit the family at home as this helped to get a more holistic view of the child and their wider world. The childminder used the SHANARRI indicators (safe, healthy, achieving, nurtured, active, respected, responsible and included) to consider how to ensure she was meeting children's needs. The childminder carefully considered what each child needed and worked in partnership with parents and carers to achieve this. We heard, for example, about transitions being supported and confidence being developed.

Children were well supported during lunch and there were opportunities for them to develop their independence skills. Meals were provided by parents and carers. A cot bed and a bed were available in a guest bedroom for children to use if they needed to have a sleep or rest. The childminder recorded how long children slept for and provided this information to parents and carers when their child was collected.

The childminder was able to talk confidently and in detail regarding a child's medical needs and support that may be required. This information was not however recorded in the child's records. The childminder advised that this would be actioned promptly, and following on from the inspection had provided evidence that this had been fully completed to a high standard (**see area for improvement 1**). Medication was found to have been appropriately stored.

1.3 Play and Learning

Children were happy and had fun as they led their play and learning. We saw a child engage in building a train track. The childminder used this opportunity for asking open ended questions to support the child's play and learning. Another child was drawing a picture and the childminder asked her to tell her about it. This opened up the opportunity for discussion and encouraged the child to use their imagination and develop their communication skills. One of the children showed us photographs of some jewellery they had been making with the childminder. There had been a lot of thought and effort put in to creating this and the child was very proud of it.

Parents and carers told us of activities their children enjoyed with the childminder, which focused on their children's individual interests. These included art, drama, board games, reading books and puzzles. A parent

told us that, "Noelle has taken responsibility for organising a lot of learning, lots of trips to the library and out to play."

Personal development plans had been put in place by the childminder to support children's individual learning. This was done in partnership with families. Some areas the childminder was supporting children with were drawing, reading and spelling. The childminder used children's individual interests to support them with this. For other children goals were about developing confidence or increasing their range of experiences in the community. We could see goals being progressed and achievements being made. Literacy and numeracy skills were supported through conversations, spontaneous singing and the childminder's natural interactions during play.

The childminder used the local community on a regular basis for outdoor play and a range of other experiences. Children had, for example, been to the zoology building, the beach, various parks and libraries. A parent confirmed this, telling us that, "They have been to parks, science centre, art galleries and museums." In addition to this the childminder had used local playgroup and music groups to support younger children to socialise with other children and to develop their confidence and skills. One of the parents we heard from told us that they were very happy that their child was attending music groups with the childminder. These experiences supported children's overall wellbeing and promoted links to their local community. The childminder fully appreciated the benefits of fresh air and energetic play and maximised these opportunities for the children. The childminder was creative in their approach to activities to ensure that children's individual needs were accommodated so that they could be included.

Whilst the childminder did have some open ended natural resources, such as shells and cardboard boxes, this was something that could be developed further. These types of resources allow and encourage children to be creative and use their imagination in their play and learning. The childminder agreed that this was something she could and would build on.

Areas for improvement

1. To ensure that children's health and wellbeing are fully supported the childminder must always ensure that the recording and storage of medication meets current best practice guidance, 'Management of medication in daycare of children and childminding services.' In addition, a clear personal plan should be in place where relevant to advise of how medical needs should be supported.

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

'Any treatment or intervention that I experience is safe and effective' (HSCS 1.24); and

'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).

How good is our setting?

4 - Good

We evaluated this key question as good, as there were a number of important strengths which, taken together, clearly outweighed areas for improvement.

2.2 Children experience high quality facilities

The childminder's home was well furnished, comfortable and homely, creating a welcoming environment for

children. Resources were well cared for and nicely displayed which gave children a clear message that they mattered.

The childminder did not have a garden that could be used by the children, however instead made daily use of a wide range of resources in the community.

Facilities were in place for children to relax and have a nap. The childminder considered children's energy levels, emotions and what their experiences were outwith childminding hours to ensure that they were not overwhelmed or overstimulated. The atmosphere created was one of calmness which helped children to unwind and feel secure.

Seating and tables were available in different sizes for younger and older children to support snack, lunch and various activities such as puzzles, art and craft. A high chair was used for very young children.

The environment was clean and uncluttered. The childminder needed to update her practice in relation to nappy changing to ensure it reflected current best practice. The childminder advised that she would ensure changes to her practice were made. Whilst handwashing took place regularly the childminder should ensure that all children, including those that are very young, wash their hands under running warm water (**see area for improvement 1**).

Areas for improvement

1. To support and protect children's safety, health and wellbeing, the provider should ensure that effective infection prevention and control measures are in place.

This should include but is not limited to:

- Ensuring effective hand hygiene practice is consistently undertaken in line with current best practice.
- Developing knowledge of NHS and Health Protection Scotland best practice guidance: 'Infection Prevention and Control in Childcare Settings (daycare and childminding services).'

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 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.

3.1 quality assurance and improvement are led well

The aims and objectives of the service were consistent with what we saw during the inspection. The childminder aims included providing a 'high standard level of childminding service for both children and parents to support the families who are in need of my skills and who are looking for a safe environment for their children.' The objectives of the service included providing a 'comfortable place for children to thrive and feel like it's a second home to them.' A parent agreed with this, telling us, 'It's a complete home from home and I always feel welcome.'

Feedback from parents and carers was provided on an informal basis during discussion at drop off and collection times. The childminder also sent parents and carers a questionnaire on an annual basis inviting more formal feedback. The childminder was able to tell us about feedback that has been actioned. This helped parents and carers to feel involved in the service and affirmed that their views mattered. Positive and meaningful communication with children and observing how they respond to different activities and interactions helped the childminder ensure she provided a service which met children's individual needs.

The childminder used the self-evaluation tool 'A quality framework for daycare of children, childminding and school-aged childcare' to reflect on their daily practice. The childminder had considered what they were doing well and what they could develop further. We could see that the childminder had progressed with areas they had identified for improvement, including attending more training events.

The childminder was very reflective in their practice - using feedback and observations during their interactions with the whole family to make changes to how they approached things and supported families. This resulted in a very holistic approach to care and support which enabled very positive outcomes for the children.

Policies and procedures were in place which underpinned and supported a quality service. These were reviewed regularly and shared with parents to ensure they continued to follow best practice guidance and remained relevant to the service. We suggested review and updating of the absent and lost policy and the complaints policy to ensure they fully supported the intended outcomes.

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.

4.1 Staff skills, knowledge and values

Very compassionate and responsive care was provided by the childminder. This ensured high quality care and positive outcomes. Individualised support was provided, based on what the childminder knew about the child and their experiences, and what the childminder observed. This helped the children feel nurtured and well cared and also supported them to achieve. The childminder was very committed to supporting each child's development in a way that was meaningful to them.

The childminder had extensive previous experience as a primary school teacher and used this to support children's learning. They were keen to increase their knowledge and skills. Core training had been completed, including paediatric first aid, child protection and food hygiene, supporting them to keep children safe and well. Infection prevention and control training had not been completed and would support the childminder to action the area for improvement noted within the quality indicator 2.2. - Children experience high quality facilities. Additional training had impacted positively on children's outcomes, including, for example, training in speech and language and infant mental health. This demonstrated the childminder's commitment to continuous professional development to improve outcomes for children and families.

The childminder was a member of the Scottish Childminding Association providing access to information and training to develop the quality of the service. They had supportive links with local childminders, providing opportunities for sharing ideas, developing knowledge, and reflecting on practice, contributing to 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?	4 - Good
1.1 Nurturing care and support	4 - Good
1.3 Play and learning	5 - Very Good
How good is our setting?	4 - Good
2.2 Children experience high quality facilities	4 - 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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