

Buchanan, Angela Child Minding

Isle of Lewis

Type of inspection:
Announced (short notice)

Completed on:
27 November 2024

Service provided by:
Angela Buchanan

Service provider number:
SP2003905135

Service no:
CS2003009609

About the service

The childminder provides the service from their family home in the village of Marybank on the Isle of Lewis.

The childminder is registered to provide a care service to a maximum of six children at any one time under the age of 16, of whom no more than six will be under 12, of whom no more than three are not yet attending primary school and of whom no more than one is under 12 months. Where the childminder is working together with an assistant they may care for a maximum of six children up to 16 years of age of whom no more than four are not yet attending primary school and of whom no more than one is under 12 months. At the time of the inspection there were two children present and the childminder was working with their assistant.

Children are cared for in the lounge, dedicated playroom and dining area. The accommodation consists of kitchen and toilet facilities. Children have access to a spacious and secure garden for physical play and outdoor learning. The service is close to the town of Stornoway and is close to a local school, shops, beaches and community services.

About the inspection

This was a short notice announced inspection which took place on 26 November 2024. 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 and intelligence gathered since the last inspection.

In making our evaluations of the service we:

- spoke with children attending the service
- spoke with one parent whose child attends the service
- reviewed feedback from five parents and carers whose children attend the service
- observed practice and the childminders and their assistants interactions with children
- spoke with the childminder and their assistant
- reviewed documents.

Key messages

- The childminder and their assistant used warm, kind and nurturing approaches in their interactions with children.
- The childminder and their assistant had developed and maintained strong relationships with parents and carers.
- The childminder should review and further develop policies and procedures in line with good practice guidance, documents and legislation.
- All children the childminder and assistant were caring for were happy.
- The childminder should continue to review their risk assessments.
- The childminder was using self evaluation processes. These could be further developed to improve outcomes for children and their families.
- The childminder and their assistant worked well together to support children's care, play and learning.

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?	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 made an evaluation of good for this key question, as several important strengths, when taken together, clearly outweighed areas for improvement.

Quality indicator 1.1: Nurturing care and support

We made an evaluation of good for this quality indicator, as several important strengths, when taken together, clearly outweighed areas for improvement.

The childminder and their assistant had a caring relationship with the children who were settled and comfortable in their care. They both responded warmly to the children, following their cues, interests and wishes throughout our visit. Parents who provided feedback shared with us, "A very positive, supportive relationship and provides an inclusive, caring environment for our daughter" and "Angela provides a caring, nurturing, inclusive environment. As a family we are more than happy with the care she provides. An asset to the childminding community here."

The childminder spoke knowledgeably about children, their individual routines and how they accommodated them within the service. This contributed to children feeling safe and secure. All parents who provided feedback told us they have a strong connection with the childminder. The childminder shared with us their settling in procedure. They told us, new children and parents were invited to visit their home on several occasions prior to their start date. This provided an opportunity to establish relationships and for children to become familiar with the environment.

Children used the dining area located in the kitchen to eat their meals. A child was provided with a snack during our visit. The childminder and their assistant sat with the child at a table and was supervising and talking to them throughout the mealtime experience. This contributed to a sociable, relaxed and unhurried experience.

The childminder understood the importance of sleep for children's overall development. Sleep routines were responsive to children's individual needs. Children's safety and emotional security and wellbeing were supported. Children were provided with comforters; sleep monitors were used and sleeping children were checked on regularly.

Personal plans were in place for children and were created in partnership with parents and carers. The personal plans included contact details, health and medical information and all about me information for children. There was a wellbeing plan which included comments on children's progress in relation to individual SHANARRI wellbeing indicators (safe, healthy, achieving, nurtured, active, respected, responsible and included) and next steps were planned for. We discussed with the childminder where further information should be recorded as part of a child's personal plan. For example, information shared from external professionals. The childminder agreed they would add this information to children's plans.

Children attending the service on the day of inspection did not require any medication. The childminder had medication administration records available if a child required medication and told us medication would be stored out of reach of children. The childminder had a medication policy in place. We asked the childminder to record more information within the policy to include clear procedures for the storage and administration of medication. Contributing to supporting children's health and well-being.

We signposted the childminder to "Management of medication in daycare of children and childminding services December 2024" to support with development of their policy.

The childminder was aware of their responsibility to safeguard children in their care. They had attended child protection training. The childminder had a written policy in place. We asked the childminder to record more information within the policy to include clear procedures to protect and safeguard children. We signposted the childminder to "National Guidance for Child Protection in Scotland 2021 - updated 2023" to support with the development of their policy.

Quality indicator 1.3: Play and learning

We evaluated this quality indicator as very good, where significant strengths supported positive outcomes for children.

During our visit, children were happy and having fun with the childminder and their assistant. Children were engaged in play experiences which provided opportunities for them to develop their skills in language, literacy and numeracy. Children played with small world toys of vehicles, used mark making items to create pictures, looked at story books and used wooden blocks to build towers. Children shared with us "I like playing with my friends and the grown ups. I love the range of toys (cars and kitchen set), also getting to do messy play and art and showing my family afterwards."

Additional resources were available in a dedicated playroom for the children. We observed a child selecting these for play and bringing these to the lounge area. This was supported by both the childminder and their assistant, respecting and valuing the child's decision making, choices and independence skills.

Children did not spend time outdoors on our visit. We saw photographs of children in outdoor environments and the childminder told us of visits in the local community to include the castle and the beach. All parents who provided feedback told us their child has the opportunity to play outdoors. The childminder shared they were considering and reviewing how to maximise outdoor play and learning for children around their sleep patterns. This has the potential to provide more opportunities for children to access fresh air and physical play.

As part of children's personal plans, the childminder and their assistant had included photographs of children's play and learning, achievements and next steps. Development rainbows were used to track children's skills, learning and progression. This contributed to supporting and extending children's play and learning. Parents who provided feedback shared with us, "I have an amazing relationship with Angela, she will always give daily updates and sends pictures of what my child has been doing which I always look forward to seeing" and "we discuss different ways to challenge or what we can do to help my child learn and develop."

A "big book" included photographs of children's play and learning and we saw a child showing an interest and looking through these to re-call previous experiences. This was supported by the childminder's assistant. One parent who provided feedback shared with us, "Angela keeps me updated on what they have been doing on the days and shows me the "big book". We discuss development and social interaction and any concerns she or I have about these things. She sends me regular photos participating in activities."

How good is our setting?

4 - Good

We made an evaluation of good for this key question, as several important strengths, when taken together, clearly outweighed areas for improvement.

Quality indicator 2.2: Children experience high quality facilities

The childminder's home was clean, bright, secure and well maintained. This supported children's health, safety and well-being.

The childminder had created a play environment in a room of their home which was spacious and bright. This provided a message to children that they mattered and the importance of their right to play. Toys, games, books and arts and crafts materials were stored in boxes accessible to the children and encouraged choice and independence. There were a range of age-appropriate toys available in the lounge area which included small world toys, books, jigsaws and mark making items. The childminder provided a cosy space for children with the use of couches in the lounge area to provide space for comfort and rest throughout the day. One parent who provided feedback shared with us, "Angela is such a caring woman and can't thank her enough in what she does with my child, my daughter is so happy going in and always receives a warm welcome from both. They go for walks, and make use of outdoors, there is always different activities out for the children to do for the different ages and stages of the children."

The toilet area was clean and soap and individual paper towels were available for handwashing. A child was supported to wash their hands before and after mealtimes. This was carried out effectively. Tables were cleaned after mealtimes. This contributed to minimising the spread of infection to support children's health and well-being.

Children had access to a spacious secure garden to play. This was sectioned off into different areas with gates between these to support children's security and well-being. The area was surfaced with mostly grass and a section of the garden had decking. The children had toys and equipment to choose from to play to include physical apparatus. We identified a potential hazard with one of the fences in a section of the garden which could cause injury to children. The childminder shared this area was not being used and told us of plans for the installation of a fence. This has potential to support children's safety and well-being when playing in this area. Parents who provided feedback shared with us, "Angela has amazing facilities outdoors for the children" and "Angela has a fantastic outdoor area which my child loves, it has various areas for playing and learning, Angela will take them to castle grounds, Sandwick shore any play park."

Risk assessments of the home and outdoors were in place to contribute to children's safety and well-being. The childminder was in the process of reviewing and updating the records. We could see the improved risk assessments were more robust and were supporting the childminder to consider potential hazards and reduce risks to minimise accidents and injury to keep children safe. The childminder should continue reviewing the risk assessments and ensure they are reflective of the service that is being provided.

How good is our leadership?

4 - Good

We made an evaluation of good for this key question, as several important strengths, when taken together, clearly outweighed areas for improvement.

Quality indicator 3.1: Quality assurance and improvement are led well

The childminder had begun a process of self-evaluation and had considered areas of the service to be improved. We discussed with the childminder how self-evaluation could be improved further, by highlighting strengths of the service and referring to the Care Inspectorate "A quality framework for daycare of children, childminding and school-aged childcare". This has the potential to continue to improve outcomes for children and their families.

The childminder had continued to develop their service by making improvements to their garden. They shared their plans for continued improvements to include the installation of a fence and to extend the range of play experiences available to children. This has the potential to support children's safety and security and extend opportunities for the support and development of skills during children's play and learning.

The childminder valued the opinions of families and sought their views through face-to-face discussions and the issuing of questionnaires. The childminder had invited families to complete a settling in questionnaire. This had been an opportunity for parents to provide feedback, share their views and make suggestions for improvements. The questionnaires returned provided positive feedback from families. We discussed with the childminder further ways self-evaluation could be enhanced with families and children attending the service. This has the potential to contribute to children and their families influencing change within the service. Parents who provided feedback shared with us, "Angela will ask if we feel that there is anything she can do to help or improve on."

The childminder had attended professional development courses to include child protection and food hygiene. The childminder told us her first aid renewal was being arranged. Showing their commitment to learn and to keep up-to-date with best practice and guidance to support children's health, safety and wellbeing. The childminder should also plan for their assistant for professional development and learning opportunities to develop their skills and knowledge. We discussed with the childminder there are opportunities to keep informed and updated of best practice, guidance and documents, using for example Care Inspectorate Hub and Care Inspectorate provider updates for childminding services.

The childminder is a member of the Scottish Childminding Association (SCMA) and gathered their resources to record information on children and develop their knowledge and understanding to support children's health, safety and wellbeing. SCMA is a national umbrella organisation who are dedicated to supporting childminding provision.

The childminder is a member of a local childminding group. They valued the opportunity for professional discussions with other childminders. This informed their practice and was an opportunity to share their own knowledge and experience with other childminders.

How good is our staff team?

5 - Very Good

We evaluated this key question as very good, where significant strengths supported positive outcomes for children.

Quality indicator 4.3: Staff deployment

The childminder employed an assistant to support them to deliver the service. The assistant was a family member. The childminder and assistant both worked well together to support children's care, play and learning. We saw they regularly communicated with one another to share information. There was a culture of respect promoted in their interactions and communication.

A parent who provided feedback shared with us, "Angela and the assistant have a fantastic relationship and work so well together, great team work and always looking out for the children and making most of everything around to support the children."

The childminder and assistant had fostered and developed strong relationships with children and families attending the service. This contributed to partnerships with parents and continuity of care to meet children's care and learning needs.

The assistant knew the children very well and the children felt comfortable and secure in their care. Children were having fun with them.

The assistant was aware of their roles and responsibilities and the childminder's expectations of them to support the childminder to care for the children. The childminder recognised the assistant's skills, and these were being utilised for example with tasks of recording information of children's care, play and learning. Parents who provided feedback shared with us:

"The assistant is just simply amazing! A very strong bond with her and when she sees her anywhere outside the childcare environment she actually screams with excitement and wants to go with them. She interacts and helps her when doing crafts or painting or whatever activities they are doing."

"The assistant is amazing with all the children and will help in any way and encourages children to take part in activities."

"My daughter has formed a close bond with the assistant, and this reassures us that our daughter is happy."

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?	4 - Good
3.1 Quality assurance and improvement are led well	4 - Good
How good is our staff team?	5 - Very Good
4.3 Staff deployment	5 - Very Good

To find out more

This inspection report is published by the Care Inspectorate. You can download this report and others from our website.

Care services in Scotland cannot operate unless they are registered with the Care Inspectorate. We inspect, award grades and help services to improve. We also investigate complaints about care services and can take action when things aren't good enough.

Please get in touch with us if you would like more information or have any concerns about a care service.

You can also read more about our work online at www.careinspectorate.com

Contact us

Care Inspectorate
Compass House
11 Riverside Drive
Dundee
DD1 4NY

enquiries@careinspectorate.com

0345 600 9527

Find us on Facebook

Twitter: @careinspect

Other languages and formats

This report is available in other languages and formats on request.

Tha am foillseachadh seo ri fhaighinn ann an cruthannan is cànan eile ma nithear iarrrtas.

অনুরোধসাপেক্ষে এই প্রকাশনাটি অন্য ফরম্যাট এবং অন্যান্য ভাষায় পাওয়া যায়।

یہ اشاعت درخواست کرنے پر دیگر شکلوں اور دیگر زبانوں میں فراہم کی جاسکتی ہے۔

ਬੇਨਤੀ 'ਤੇ ਇਹ ਪ੍ਰਕਾਸ਼ਨ ਹੋਰ ਰੂਪਾਂ ਅਤੇ ਹੋਰਨਾਂ ਭਾਸ਼ਾਵਾਂ ਵਿਚ ਉਪਲਬਧ ਹੈ।

هذه الوثيقة متوفرة بلغات ونماذج أخرى عند الطلب

本出版品有其他格式和其他語言備索。

Na życzenie niniejsza publikacja dostępna jest także w innych formatach oraz językach.