

Kent, Sheila Child Minding

Edinburgh

Type of inspection:
Unannounced

Completed on:
10 December 2024

Service provided by:
Kent, Mrs Sheila Kent, Mrs Sheila

Service provider number:
SP2003906431

Service no:
CS2003012712

About the service

Sheila Kent provides a childminding service from their property in a residential area of Warriston in the city of Edinburgh. The childminder is registered to provide a care service to a maximum of 8 children at any one time under the age of 16, of whom a maximum of 8 will be under 12, of whom no more than 4 are not yet attending primary school and of whom no more than 1 is under 12 months.

The childminder when working with their assistant Cassie may provide a care service to a maximum of 10 children at any one time under the age of 16 of whom a maximum of 10 will be under 12, of whom no more than 6 are not yet attending primary school and of whom no more than 1 is under 12 months.

The service is close to local primary schools, nurseries, shops, parks and other amenities. The children are cared for in the dedicated play room, kitchen and living room. Children have access to a large enclosed garden.

About the inspection

This was an unannounced inspection which took place on 10 December 2024 between 09.25 and 12.15. 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 using the service;
- reviewed questionnaires received from their families;
- spoke with the childminder and their assistant;
- observed practice and daily life;
- reviewed documents.

Key messages

- The childminder and her assistant had formed positive relationships with parents.
- They had a kind and caring manner towards children.
- The environment provided many resources for children to choose from.
- The childminder should now keep a register of when children attend the service.
- Paperwork should be completed when children have medication.

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? | 4 - 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 where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

Quality indicator 1.1 Nurturing care and support

Children experienced warm and nurturing approaches to support their overall wellbeing. The childminder and their assistant responded positively to children's requests and offered comfort and cuddles to younger children. Children chatted happily to the childminders during their play.

The service provided snacks and parents provided lunches for their children. Children had their own individual water bottles which kept them hydrated throughout the day. Children had their hands washed with wipes before they ate snack, children should wash their hands with soap and warm running water, in line with best practice guidance.

Children's safety and wellbeing were supported through sensitive arrangements for sleep routines. Children had individual beds and bedding which was set up in the play room as a designated sleep area. This contributed to good sleep habits.

Children's overall wellbeing was supported through the use of personal planning. Parents completed 'All about me' forms prior to their child starting the service, which held relevant information about the child's likes and routines. This contributed to consistency of care for children. We reminded the childminder that information from parents should be updated every six months or sooner if there are changes with a child.

Daily communication with parents at drop off and pick up, as well as the use of WhatsApp to communicate throughout the day kept parents informed and allowed them to share information about their child. Parents felt that they were well informed and told us 'Sheila is fantastic at involving parents. Each day she will tell you what they have been up to and what she is planning to do with the children in that week. She is always interested in getting our views and makes time for this at the start and end of each day and regularly makes time to discuss our children in a more in-depth way by inviting us in for a chat', and 'They are both very approachable and reliable. They always make time to speak to parents and this provides an opportunity to review information and take account of our views'.

One child had an inhaler. The childminder was able to verbally tell us what the children required but there was no paperwork to support this. We discussed with the childminder that they should have appropriate information when children require medication to ensure that they can meet their needs. They agreed to put this in place.

Quality indicator 1.3 Play and learning

Children had opportunities to lead their own play through a combination of planned experiences and a choice of where and what they played with. There were a range of toys to suit the varying ages and interests of children.

Children benefitted from opportunities to use a range of resources to develop their fine motor skills. On the day of the inspection, children were engaged in an art activity decorating fir cones for Christmas and playing with playdough. The childminder and their assistant were fully engaged with children, responding to their requests, and engaging in fun conversations. The childminder told us that they planned activities dependent upon the children attending that day and their age and interests. Parents told us 'The children engage with all sorts of different activities. They are always doing arts and crafts, baking, dressing up, playing outside, bouncing in the trampoline, planting flowers and playing in the sand pit or mud kitchen' and 'Arts and crafts are popular and outdoor play in the very well equipped garden'.

The outdoor area was large and well resourced to allow children to choose. There were a range of toys to support children's gross motor development. A builder's area had been developed with bricks to support children's mathematical developmental, and a cement mixer and spades to support creativity. A mud kitchen had been introduced to enable children to engage with nature and explore sensory play whilst developing their creativity. A dedicated play room was set up with a shop, hospital, story corner and wall mounted resources to support children's fine motor control. This provided choice for children.

How good is our setting?

4 - Good

We evaluated this key question as good where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

2.2 Children experience high quality facilities.

The childminder's home was comfortable, furnished to a high standard and welcoming, with plenty of natural light and ventilation. It gave a strong message to children that they mattered. There was ample space for children's needs.

The setting was safe and secure, the childminder was aware of what was required to ensure a safe environment for themselves and the children in their care.

As discussed in 1.3 Play and learning, the indoor and outdoor area took account of the children's stage of development and learning. Parents agreed with this, telling us 'The outdoor space is continuously utilised, and has a huge variety of toys / equipment! This is so well maintained, with regular upgrades' and 'They offer a great range of important developmental activities each day and the children have the opportunity to play and learn in a well equipped environment, both inside and outside'.

We discussed with the childminder's assistant the benefits of introducing loose parts and natural materials. They agreed to explore this and we signposted them to 'Play Scotland' for further information about loose parts.

How good is our leadership?

4 - Good

We evaluated this key question as good where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

3.1 Quality assurance and improvement are led well.

The childminder told us that the assistant dealt with quality assurance and paperwork. The childminder's assistant told us that they received the Care Inspectorate update emails. We discussed ways in which the Care Inspectorate Hub could keep them up to date with current best practice and they agreed to use the Hub to support improvements.

Children contributed their ideas and as a result the builders corner had been introduced into the garden and a space project carried out. The childminder's assistant told us that they looked online for ideas of how they could improve the activities offered and implement children's ideas.

The childminder did not currently keep a register of when children attended the service. We discussed with the childminder the importance of recording when children attended. The childminder agreed to re-instate registers. We signposted them to 'Records that childminding services must keep' which is available on the Care Inspectorate Hub.

The childminder told us that they were always open to feedback from parents and would implement any suggestions. Parents agreed that they felt comfortable raising anything with the childminder and told us 'Sheila is always open to listening to suggestions' and 'Sheila and Cassie are always keen to hear our views'. Parties at different times of the year were held at weekends so that parents could attend with their child, this allowed them to get to know other parents and have informal discussions with the childminder.

How good is our staff team?

4 - Good

We evaluated this key question as good where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

4.3 Staff deployment

The childminder and their assistant always worked together, children benefitted from this as there were always enough people to meet their needs. As a result children were well supported during transitions such as sleep time, lunch time and allowed them time to speak with parents. Good communication and team working supported positive outcomes for children.

The assistant had attended training to support them in their role and to ensure that they had the skills to support positive outcomes for children. They used the internet to gain knowledge and ideas to improve the service.

The assistant took responsibility for different aspects of the service and was keen to make improvements. We made suggestions about improvements, which they listened to and agreed to implement. This demonstrated their commitment to their role.

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

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|----------------------------------------------------|----------|
| 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? | 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? | 4 - Good |
| 4.3 Staff deployment | 4 - Good |

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