

# Barnes, Tessa Child Minding

Perth

**Type of inspection:**  
Unannounced

**Completed on:**  
22 January 2025

**Service provided by:**  
Tessa Barnes

**Service provider number:**  
SP2004939503

**Service no:**  
CS2004079664

## About the service

Tessa Barnes provides a childminding service from her home in the village of Forgandenny, in Perthshire. The childminder is registered to provide care to a maximum of eight children up to the age of 16.

The children are cared for in the kitchen- dining area, the hallway and have access to a downstairs toilet. Children also have access to an enclosed garden and a large grass area to the rear of the house.

## About the inspection

This was an unannounced inspection which took place on 22 January 2025 between 15:15 and 18:00. 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, registration information, and intelligence gathered since the last inspection. In making our evaluations of the service we:

- spoke with three children using the service and three of their family members
- spoke with the provider
- observed practice and daily life
- reviewed documents.

## Key messages

- The childminder was knowledgeable on children's current circumstances, likes and preferences which enabled them to provide care that was individualised and right for them.
- The childminder had created spaces that were interesting, warm, and welcoming, which created a home from home environment for children to play and learn.
- Children were achieving and learning new skills while attending the service.
- The childminder should improve their professional knowledge and skills through training and professional reading to improve outcomes.
- The childminder had maintained the quality of their service since the previous inspection, they engaged well with us and were honest about the service they provided.
- The childminder should through consultation with children and families reflect on the service they provide and used information gathered to plan for improvement.
- Parents we spoke with, valued the childminders approach, and spoke highly of the care their children received.

## 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?	3 - Adequate
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 positively on outcomes for children and clearly outweighed areas for improvement.

### Quality indicator 1.1 - Nurturing care and support

The childminder had developed positive relationships with children. This contributed to the trusting, and welcoming environment where children felt included and had a sense of belonging. Children were happy and settled and told us, 'Tessa is fun, we have a great time' and 'We have a good childminder, she does stuff we want.'

Effective information sharing through positive relationships with families and personal planning meant the childminder knew the children in their care very well. They confidently told us of the children's personalities, likes and dislikes. We asked the childminder to review personal plans regularly with families, to ensure they were confident information such as emergency contacts and mobile numbers were up to date. Families should sign and date any changes to personal plans.

After walking back from school, the children sat happily together at the large kitchen table. The childminder asked if they would like a sandwich or a crumpet to accompany their chopped apple and biscuit. This was an improvement since the previous inspection and children told us they were happy with the food they were offered. The childminder sat with the children and used this time to ask after their wellbeing and their day at school. This supported positive relationships, close attachments and ensured mealtimes were a relaxed and sociable experience. We saw children responsibly cleared away their own dishes when they had finished.

We asked the childminder to consider other opportunities for responsibility they could provide. For example, enabling children to prepare their own sandwiches and fruit. We signposted best practice publication 'Setting the Table' to assist them with this and to support them to provide a variation of nutritional food.

The childminder knew their responsibility regarding the safe administration of medication, and we were satisfied this would be administered safely if required.

### Quality indicator 1.3. - Play and learning

The childminder saw the children in her care as individuals with unique strengths. They provided experiences that were age and stage appropriate and responsive to children's current interests which captured their imagination's.

Children were very engaged in their play as resources were interesting, stimulating and age and stage appropriate. One child sat with us at the kitchen table and played an IQ smart game. The childminder used supportive interactions and effective questioning to provide further challenge which helped the child to widen their thinking and deepen their learning. Children told us, 'We like the game 'Plus Plus,' the pieces go together so we make weird stuff, it's great' and 'We don't get bored there's lots of fun and exciting things to do.'

The childminder was playful in her interactions with children and there was lots of fun and laughter. They

listened to children and provided them with the responsibility to make their own decisions around their play and learning. We observed a warm and reciprocal respect amongst the children and childminder. This approach contributed to children feeling safe, valued, and respected.

Children were achieving and learning new skills while attending the service. The childminder was yet to develop a system to record skills children would like to develop and evidence their progression and successes. To support the childminder, and as part of children's personal planning, we suggested ways in which life-long skills could be monitored, recorded, and shared regularly with families.

Children walked back to the childminders home after school and they told us how the childminder kept them safe, 'We have stopping places, like the gate at school then the lamppost when we come down the hill.' This approach resulted in children learning how to keep themselves and others safe. During winter months children rarely accessed the garden, community, or the large green space to the rear of the house. Children told us they were happy to play in the house as they were tired after their day at school. We asked the childminder to consider ways in which they could offer more opportunities for outdoor play throughout the year.

### 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.

Quality indicator 2.2.- Children experience high quality facilities.

The childminder had successfully created a warm, welcoming, and homely environment for children and families. Children played in the hall and kitchen dining area. The décor of these spaces was interesting, fun, and created an inviting and stimulating space in which children played and learned. Children told us, 'It feels warm here,' 'I feel safe here,' and 'I'm happy, I like coming here.'

Children moved freely around the ground floor of the childminders home and independently choose where they wanted to play and what resources they wished to play with. Resources were easily accessible which enabled children to lead their own play and learning. Children played contently together and had fun as they played with their favourite games and activities. This encouraged children to build positive relationships and demonstrated to children they mattered and belonged. Parent's we spoke with told us, 'Tessa occupies the children in a creative and positive manner', 'I like that if (child's name) has not finished his model, it's put safely away until the next day' and 'The children are never bored, getting my child out is the issue'.

Effective infection control measures ensured children accessed a healthy environment. The childminders home was well organised, clean, and tidy. Children were supported to understand good respiratory and hand hygiene. This reduced the risk of spread of infection and promoted their learning of self-care and keeping themselves and others healthy. As a result, children enjoyed playing and learning in a safe and secure environment.

The childminder understood the importance of keeping children's personal information safe and kept it securely within their home. This meant that children's personal information was managed in line with best practice.

### How good is our leadership?

### 3 - Adequate

We evaluated this key question as adequate, where strengths only just outweighed weaknesses.

Quality indicator 3.1. Quality assurance and improvement are led well.

Children's experiences reflected the childminder's aims and objectives for their service. This included each child being treated as an individual, and acknowledgement that children develop at different rates and the priority being fun.'

The childminder had maintained the quality of their service since the previous inspection, they engaged well with us and was honest about the service they provided. They should now develop a formal approach to self-evaluating the service. For example, developing a system which recognises strengths and identifies where improvements could be actioned. Consultation with families and children would help empower them further to feel included and support the childminder to identify positive change. We signposted the childminder to the improvement section on our website and asked them to consider our document 'A quality framework for daycare of children, childminding and school-aged childcare' and 'Self-evaluation for improvement- your guide'. These best practice resources and documents will help the childminder to reflect on their service and plan for improvement (see area for improvement 1).

At the previous inspection, we asked the childminder to continue to develop a range of policies and procedures to fully underpin the service they were providing. For example, information to support healthy eating, and how children were learning positive and safe behaviours around the childminder's dogs. The childminder had been responsive to our suggestions and had developed these which contributed to keeping children safe.

## Areas for improvement

1. To ensure continuous improvement the provider should develop self-evaluation processes to identify service developments.

This should include, but is not limited to:

- a) actively seeking the views from families and children to inform improvement
- b) implement a quality assurance process to identify what is working well and what could be improved.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that 'I am actively encouraged to be involved in improving the service I use, in a spirit of genuine partnership' (HSCS 4.7) and 'I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance processes' (HSCS 4.19).

## How good is our staff team?

**3 - Adequate**

We evaluated this key question as adequate, where strengths only just outweighed weaknesses.

Quality indicator 4.1. Staff skills knowledge and values.

The childminder was warm and caring in her approach, kindness and respectful interactions supported children's wellbeing and helped build secure attachments. This meant children were loved, happy, and felt safe.

The childminder had up to date training including: First aid, Child protection, Food hygiene and Getting it right for every child (GIRFEC) which demonstrated her commitment to children's overall wellbeing. We have asked the childminder at the last two inspections to become familiar with best practice documents and undertake professional reading. The childminder was honest and told us they had not undertaken any further training or professional reading. We signposted the childminder to the Care Inspectorate bitesize videos and best practice documents on the Hub. This would support the childminder to further update their knowledge of current best practice and support them to plan improvements. This area for improvement will remain within this report. Further information can be found under 'What the service has done to meet any areas for improvement we made at or since the last inspection'.

We spoke with three parents who came into the service to collect their children. They valued the childminders approach and spoke highly of the care their children received. Their comments included, 'Tessa provides a cosy, nurturing environment for my child,' 'Tessa occupies the children in a creative and positive manner,' 'We would be hard pushed to find better,' and 'Hurrah for Tessa who makes life considerably easier.'

## 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 promote positive outcomes for children, the provider should develop their knowledge and understanding of their role and responsibilities.

This should include, but not limited to, becoming familiar with best practice documents and undertake professional reading to improve outcomes for children.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) 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 19 January 2023.**

#### Action taken since then

The childminder had completed their core training prior to the previous inspection being concluded. Since then, the childminder has not become familiar with best practice documents or undertaken any professional reading to support them with improving outcomes for children. The childminder told us they had not undertaken any training or professional reading and research since the last inspection. We found no progress had been made with this area for improvement and it will remain within this report.

This area for improvement has not been met.

## Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at [www.careinspectorate.com](http://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?	4 - Good
2.2 Children experience high quality facilities	4 - Good

How good is our leadership?	3 - Adequate
3.1 Quality assurance and improvement are led well	3 - Adequate

How good is our staff team?	3 - Adequate
4.1 Staff skills, knowledge and values	3 - Adequate

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