

FAAB Childminding Child Minding

Glasgow

Type of inspection:
Unannounced

Completed on:
12 February 2025

Service provided by:
Bazgha Sultana

Service provider number:
SP2020991045

Service no:
CS2020378694

About the service

FAAB Childminding service is provided by Bazgha Sultana, who is registered to provide a care service to a maximum of six children at any one time up to 16 years of age of whom no more than three are not yet of an age to attend primary school and of whom no more than one is under 12 months.

Numbers are inclusive of children of the childminder's family.

The service operates from the childminder's family home in the Queenzieburn area of Kilsyth, North Lanarkshire. The service is close to a local school, nursery, shops, parks, woodland areas and public transport links. Children have access to a lounge, kitchen/dining area and toilet facilities on the lower level. They can also access a spacious, enclosed garden at the rear of the property.

About the inspection

This was an unannounced inspection which took place on 11 February 2025 between 09:45 and 11:00. We returned to the service on 12 February 2025 between the hours of 09:45 and 11:15.

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:

- Spent time with one young child who was attending the service
- Spoke with the childminder
- Received feedback from one parent/carer
- Observed practice and daily life
- Reviewed documents.

Key messages

- The child was very happy, relaxed and content in the setting. They had fun and clearly enjoyed spending time with the childminder.
- The childminder knew the children in their care well. They responded to the child's needs in a sensitive and caring way.
- Each child had a personal plan which contained information about their needs. This supported the childminder to provide personalised care and support.
- Effective communication methods used with parents/carers ensured they were able to be fully involved in their child's care.
- Children were cared for in a safe and comfortable environment.
- Children benefited from participating in a range of child led play experiences which reflected their interests.
- The childminder had implemented some positive improvements to their service which had improved the quality of children's experiences.

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

Quality indicator 1.1 Nurturing care and support.

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

The childminder provided a warm, caring and nurturing care experience for the child in their care. We saw a positive relationship had developed between the childminder and the young child who was present. The child was provided with cuddles, comfort and reassurance consistently throughout our visit. The childminder was attuned and responsive to their cues and interactions were warm, nurturing and respectful. A parent/carer told us, "Bazgha has a good understanding of my child's needs and provides updates on pick up."

The childminder knew minded children and their families well. They described how children's individual care and development needs were being supported. Children's personal plans had been further developed since the last inspection and these captured some important information about children's health, wellbeing and development. Plans were beginning to demonstrate how children's learning and development needs were being supported. The childminder has agreed to ensure personal plans demonstrate how parents/carers are involved in reviewing and agreeing the next steps for children's learning and development, including a plan for how these will be taken forward.

We did not observe lunch or snack during our visit, as the child had just eaten. The childminder described very positive mealtime experiences. Parents/carers provided all meals and children were encouraged to eat healthily. The childminder told us that she ensured mealtimes were sociable experiences where children could relax and chat with each other. Appropriate equipment was in place to support younger children. The childminder discussed how children's independence was promoted at these times.

Children's sleep routines reflected best practice and the childminder was responsive to their needs and parent/carers wishes. This contributed to ensuring children were safe and well while sleeping.

The childminder had not yet had to administer medication to any child in their care. We found an appropriate recording system was in place. The childminder has agreed to review and update policy and procedures to reflect the Care Inspectorate's updated guidance. This will help to ensure medication is managed safely in the service.

Quality indicator 1.3 Play and learning

Daily routines and play experiences were used very well to support children's learning and development. The childminder respected children and took time to listen to their suggestions. This supported children to take an active role in leading their own play and learning.

The young child had fun and played happily with their favourite toys. Planned activities were age and stage appropriate. The child particularly enjoyed participating in sensory activities and the childminder interacted with them in a positive way. The childminder used a variety of materials to extend the child's activities, for example providing items to encourage filling and pouring which helps develop fine motor skills and using play situations to develop the child's language skills and widen their vocabulary. A parent/carer told us that their child "liked playing with the other children."

The childminder's good use of language and meaningful praise supported the child to develop positive self-esteem and confidence. Details of children's progress, learning and development was reflected in their personal plans and photographs of children engaging in play were shared with parents/carers, which ensured children's achievements were celebrated.

Children had access to a good range of toys and resources, including cars, construction, electronic toys, books and small world. The childminder had further developed opportunities for children to engage in loose parts play which supported children's curiosity, problem solving and creativity. We encouraged the childminder to continue to develop in this area and give consideration to providing more natural materials for children to freely explore during play.

Children benefited from spending time outdoors regularly. In addition to the garden, they had exciting and fun opportunities to visit natural play spaces in the local community. This helped enrich children's learning and helped them develop positive links with their community.

Children had opportunities to meet with different groups of children with other childminders. This enabled them to develop friendships with wider groups of children. The childminder had explored ways for children to engage in Bookbug sessions virtually as these were not available nearby. As a result, children were able to benefit from engaging with these song, rhyme and story sessions.

How good is our setting?

4 - Good

Quality indicator 2.2: High quality facilities.

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

Children were cared for in a warm, welcoming, comfortable environment which was well ventilated with plenty of natural light. Areas used by children were comfortably furnished, clean and well maintained. Soft furnishings helped create an inviting and homely environment for children and their families.

The young child was relaxed, confident and comfortable in the setting. The childminder had created a safe, hygienic environment and children's needs and interests had been well considered.

Toys and resources were clean, safe and well maintained. Further consideration had been given to how toys and resources were stored and children were now able to access these independently.

Children had regular opportunities to play in the garden, which was easily accessible from the kitchen. The garden had different surfaces for children to practise their skills, with a suitable range of outdoor play resources to support their play experiences. Children also benefited from opportunities to visit local parks, green spaces and places of interests in their local communities. This provided children with opportunities to engage in more risky and challenging play outdoors.

The childminder told us that they carried out visual checks of her home prior to children arriving and throughout the course of the day to ensure all areas were safe. This enabled them to respond naturally to any potential hazards within their home. We asked the childminder to continue to ensure that risk assessments fully reflect the childminding environment.

We considered the measures in place to minimise the spread of infection in the service. The childminder ensured regular cleaning of toys, rooms were well ventilated and appropriate personal protective equipment was used when supporting children's personal care. Effective hand hygiene practices were followed by the childminder and children were supported to do this well. This helped minimise the risk of spread of infection and helped children to form good handwashing habits.

How good is our leadership?

4 - Good

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

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

The childminder had high aspirations and wanted the very best for the children and families who used their service. The childminder advised that key information about the service was shared with parents/carers, including aims and objectives, policies and procedures. This helped them to understand the childminder's vision, ensured they were informed about the service provided and helped them have clear expectations.

Appropriate record keeping supported the childminder to deliver a professional service. For example, details of children's attendance were recorded, and appropriate insurance was in place. This ensured the childminder was meeting the responsibilities of delivering a registered childcare service and helped keep children safe.

Regular contact with parents/carers and informal communications meant they could naturally influence the care provided. The childminder had developed questionnaires for parents/carers to provide feedback on the service and make suggestions for improvement. The childminder told us that they valued children's views and that their ideas and interests were used to plan activities and outings. The childminder should continue to consider ways to enable children and parents/carers to share their feedback and demonstrate to them how their feedback has improved the service. This will ensure children and families are included and contribute to the development of the service.

The childminder used an informal approach to evaluating their service. We encouraged them to consider developing a more structured approach to planning for continuous improvement. We highlighted a range of best practice guidance which could help with this. For example, 'Realising the Ambition,' 'A Quality Framework for daycare of children, childminding and school aged childcare' and 'Self-evaluation toolkits to support early learning and childcare services.' This will help support the childminder to reflect on what is working well in the service and what could be improved.

How good is our staff team?

4 - Good

Quality indicator 4.1 Staff skills, knowledge and values.

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

The childminder had a positive approach to their role and was organised and professional. They had taken positive steps to further develop their professional knowledge and skills. The childminder had engaged in training relating to child protection, first aid, parental involvement, STEM (supporting children with Science, Technology, Engineering and Maths) and understanding children and young people's mental health. This

impacted positively on the development of children's personal plans, involving parents/carers in self-evaluation, improving the quality of children's play experiences and supporting children's emotional wellbeing. We encouraged the childminder to continue on their learning journey and signposted them to additional best practice guidance.

The childminder was caring, compassionate and nurturing in their approach and as a result children felt respected, loved and secure. Children benefited from being cared for in familiar surroundings which helped support consistency of care.

The childminder knew each family well and described positive relationships. A range of communication methods were used to ensure that parents/carers were involved in their child's care. This supported good links between the child's home and the childminding setting, which ensured continuity for children. A parent/carer told us, "Bazgha knows my child well and is very supportive, kind and caring towards them. My child is always happy to go."

The childminder was clear about their role in protecting children and knew who to contact for advice and support. They shared how recent attendance at training on this topic had helped to develop their knowledge and understanding on this topic. We encouraged the childminder to review and update the service's child protection policy to ensure it reflects current best practice.

Meeting other childminders, being a member of the Scottish Childminding Association and accessing information from the Care Inspectorate HUB, helped the childminder to keep up to date with new developments and explore topical issues.

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 children's health, safety and wellbeing the childminder should continue to undertake training and learning appropriate to their role.

This could include, but not limited to: child protection and paediatric first aid.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which states that: 'I have confidence in people because they are trained, competent and skilled.' (HSCS 3.14) 'I experience high quality care and support based on relevant evidence, guidance and best practice' (HSCS 4.11)

This area for improvement was made on 30 May 2023.

Action taken since then

The childminder had accessed a wide range of training which had impacted positively on her professional development and helped improve the quality of experiences for children and their families. This included training relating to child protection, first aid, parental involvement, STEM (supporting children with Science,

Technology, Engineering and Maths) and understanding children and young people's mental health.

This area for improvement has 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.

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?	4 - Good
3.1 Quality assurance and improvement are led well	4 - Good
How good is our staff team?	4 - Good
4.1 Staff skills, knowledge and values	4 - 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 iartras.

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.