

Jenni's Busy Bee Childminding Child Minding

Bathgate

Type of inspection:
Unannounced

Completed on:
13 February 2025

Service provided by:
Jennifer Rafferty

Service provider number:
SP2016988113

Service no:
CS2016347884

About the service

Jenni's Busy Bee Childminding is registered to provide a care service to a maximum of 8 children at any one time up to 16 years of age, of whom no more than 6 are under 12 years, of whom no more than 3 are not yet attending primary school and of whom no more than 1 is under 12 months.

Minded children cannot be cared for by persons other than those named on the certificate. Overnight care is not provided.

The service is provided from the childminder's home in a residential area of Bathgate.

Childminding will take place mainly downstairs in the family room, dining and kitchen area. There is an enclosed garden area to the rear of the property. The service is close to local schools, shops, recreational facilities and public transport routes.

About the inspection

This was an unannounced inspection which took place on 11 February 2025 between 9.10 and 16.30. Feedback was given to the childminder on 13 February 2025. 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 information gathered since the last inspection.

In making our evaluations of the service we:

- spent time with four children and one of their family members
- received five responses to our online questionnaires
- spoke with the childminder
- observed practice and children's experiences and how they were supported with their play learning and routines
- reviewed documents.

Key messages

- The childminder offered warm and kind interactions throughout the day to help the children feel loved and safe.
- Children enjoyed fun and stimulating learning experiences with several resources positioned at their level so that they could freely access them.
- The childminder had established very positive relationships with children and families and recognised the importance of seeking their views.
- The childminder must ensure that they work within their conditions of registration.

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?	5 - Very Good
How good is our leadership?	3 - Adequate
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

The childminder offered warm and kind interactions throughout the day to help the children feel loved and safe. The childminder was responsive to the children's changing needs and very attuned to their verbal and non-verbal cues. They supported a child to settle in a calm and reassuring way. As a result, children were building strong attachments to the childminder.

The childminder sang the children's names and some nursery rhymes to gently encourage them to join in the activities and routines of the day. The language the childminder used throughout the day was kind and respectful and supported children in making choices. While tending to the needs of the young children, the childminder supported the older children to decide what to play with. This meant that the older children enjoyed their dressing up and role play throughout the morning.

The children's personal care needs were met sensitively, and their dignity and privacy were respected. The childminder spoke to the children while they were getting changed and this was done in a natural, warm way, respecting children's rights.

Overall, the childminder offered a choice of healthy snacks, water bottles were accessible from the main table throughout the day and children were encouraged to stay hydrated. We discussed the new 'Setting the table' guidance and the childminder showed knowledge of how to implement best practice.

Lunch was a relaxed and sociable experience. The childminder sat at the table, supporting the young children while chatting warmly to all the children. They discussed healthy choices, and we observed lovely conversations with the school aged child regarding friendship, past activities and crafts they did together. The childminder was mindful to include the younger children in the interactions too. They offered verbal support, asking the children what they wanted to do after lunch. The older children took up the childminder's suggestion to build a castle, while the young ones played with baskets, emptying them and filling them with small toys. This meant children had a seamless transition after lunch and could choose what to engage with in a nurturing and cosy atmosphere.

The childminder was attuned to the children's needs to rest and sleep. Older children were offered to relax on the sofa. The childminder was able to sensitively and skilfully interpret the non-verbal cues the youngest child was giving. The youngest child was cuddled and soothed to sleep safely. As a result, all children benefitted from some relaxing time to rest and recharge both physically and emotionally.

The childminder demonstrated a good knowledge and understanding of children's medical care needs. Children's medication forms clearly stated signs to look for, dosage and reasons to be administered. However, there was no evidence these were regularly reviewed. We encouraged the childminder to carry out regular audits of their medication system to ensure children were kept safe at all times.

Personal plans clearly identified children's interests and preferences, an initial assessment on their development as well as a review on their learning progress. This contained clear links to next steps and how to support the children's overall wellbeing. As a result, the childminder could confidently adapt activities and interactions to meet the children's changing needs. Families had some opportunities to be involved in

creating and reviewing the personal plans. There was scope for this to be increased to enable more meaningful involvement in their child's journey in the setting.

Quality indicator 1.3: Play and learning

Children enjoyed fun and stimulating learning experiences with several resources positioned at their level so that they could freely access them. Children benefitted from a good variety of open-ended resources, wooden toys and natural elements that sparked their curiosity and imagination. As a result, children engaged in spontaneous play experiences for good lengths of time. As parents told us: '[childminder's name] is always asking about what they can do, bringing in new and innovative ideas, keeps things fresh in terms of toy rotation and learning opportunities'.

The childminder encouraged the children to make choices and supported them when they needed some more guidance in their play. The childminder was skilled in supporting imaginative play and role play experiences and involving children of different ages in shared activities. As a result, children could explore their interests and develop their creativity.

Responsive and caring interactions supported the development of communication, language and early numeracy. A parent confirmed: '[childminder's name] is always trying to teach our child something new, whether it be shapes, colours, numbers or words. My child is always learning when at [childminder's name]'s house'.

The childminder also supported the children in looking after the resources and tidying them up when they had finished playing with them. This contributed to create a calm atmosphere and helped the children to take ownership of the activity and their learning.

Floorbooks documented the opportunities the children had to engage in fun, risky play connecting with nature, participating in community initiatives, and going on day trips.

Children's voices were recorded and the childminder spoke knowledgeably about the children's interests and the activities they offered.

How good is our setting?

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.

Quality indicator 2.2: Children experience high quality facilities

The environment was generally clean and free of clutter with plenty of room for children to move, play and relax. Indoors, the childminder had taken into consideration the ages and stages of development of all the children to offer a safe environment. Outdoors, the garden was secure. The children had been able to discuss road safety with the childminder and we encouraged them to consider using the Care Inspectorate SIMOA (Safe, Inspect, Monitor, Observe, Act) campaign to support children to develop their awareness on how to keep safe further.

Resources were developmentally appropriate and there was a highly effective rotation system in place. As a result, children benefited from challenging and fun resources. All the equipment was well maintained with several resources placed at the child's level to support their independence and curiosity.

The childminder demonstrated their knowledge of infection prevention and control procedures when supporting children with their personal care and encouraged good handwashing habits.

Information was securely stored and confidentially managed.

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

On arrival we found that the childminder was operating out with the conditions of their registration due to caring for an additional child. This had the potential to impact negatively on outcomes for children. The childminder must ensure they work within the conditions of their registration at all times, to ensure the safety and wellbeing of all children (see requirement 1).

The childminder had established very positive relationships with children and families and recognised the importance of seeking their views to influence change and support the development of the service. Parents were asked to share their opinions and views through daily discussions and messages. As parents told us: 'we are encouraged to talk about ideas, suggestions and plans'. Children's voices were recorded and used to plan future activities which we observed in the service's floorbooks. This approach supported open and constructive communication that enabled continuity in children's care and provided opportunities for families to be involved in their child's daily experiences. As a result, the childminder understood what was important to ensure they met the needs of children and families.

We shared best practice approaches to self evaluation and improvement with children and families, such as mind mapping or using a floorbook for quality assurance purposes. Regular and recorded opportunities for feedback and reflection, on what works well and what could be further developed, will help the childminder monitor progress and impact on children's experiences, and support continuous improvement of the service (see area for improvement 1).

Requirements

1. By 6 March 2025, the provider must comply with the conditions of registration detailed on their certificate to ensure children are kept safe by maintaining their registered numbers.

This is in order to comply with section 64(1)(b) and (3)(a) of the Public Services Reform (Scotland) Act 2010.

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

'I am protected from harm, neglect, abuse, bullying and exploitation by people who have a clear understanding of their responsibilities' (HSCS 3.20).

Areas for improvement

1. To enable children to benefit from a service that is focussed on improvement and committed to providing high quality care, the childminder should develop quality assurance systems, to monitor, review and support continuous improvement of the service.

To further improve outcomes for children, the childminder should ensure they use relevant best practice documents and tools to inform and improve their practice. Using these to build current knowledge, the childminder could consider what the service does well and what could be better. Useful documents and websites can be found at <http://hub.careinspectorate.com>

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

'I use a service and organisation that are well led and managed' (HSCS 4.23) 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?

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 4.1: Staff skills, knowledge and values

Children's wellbeing was supported through responsive and compassionate interactions. The childminder had a good relationship with the children and talked to them in a kind and respectful manner. This approach supported children to feel safe and happy. Parents commented: '[childminder's name] is amazing. I have no issues leaving my kids there as I know they are safe and loved'. Another parent echoed: '[childminder's name] has been great with our child, who always leaves with a smile on their face'.

Children were kept safe and protected as the childminder demonstrated a good knowledge of the appropriate actions to take in the event of a child protection concern.

The childminder showed a positive commitment to professional development. They had accessed relevant training on reflective practice, STEM and numeracy activities and outdoor play. This meant children benefitted from a wide range of stimulating and appropriately challenging experiences.

To support the childminder further with their professional development, we signposted them to a range of resources on the Care Inspectorate Hub.

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?	5 - Very Good
2.2 Children experience high quality facilities	5 - Very 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?	4 - Good
4.1 Staff skills, knowledge and values	4 - Good

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Contact us

Care Inspectorate
Compass House
11 Riverside Drive
Dundee
DD1 4NY

enquiries@careinspectorate.com

0345 600 9527

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