

Gaughan, Sheila Child Minding

Dundee

Type of inspection:
Unannounced

Completed on:
26 February 2025

Service provided by:
Sheila Gaughan

Service provider number:
SP2003900093

Service no:
CS2003000567

About the service

Sheila Gaughan is registered to care for a maximum of six children at any one time under the age of 16 years, of whom a maximum of 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. Numbers are inclusive of children of the childminder's family.

The childminding service is provided from the family home in a quiet residential area of Dundee. Minded children have the use of the sitting room, kitchen/diner and bathroom. There is a large, fully enclosed garden to the rear of the house which children can easily access from the kitchen.

About the inspection

This was an unannounced inspection which took place on 26 February 2025 between 12:45 and 14:55. 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 the children using the service. There were no responses to the feedback we requested from parents/carers;
- spoke with the childminder;
- observed practice and daily life;
- reviewed documents.

Key messages

- Children experienced warm, nurturing care which helped them feel safe and loved.
- Effective communication with families provided continuity of care for the children.
- The childminder made effective use of facilities locally and in the wider community which supported children to become familiar with and included in their community.
- The childminder should develop self-evaluation and quality assurance processes to support the continued development of the service.
- The childminder should ensure they engage with ongoing training and professional development.

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?	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

The childminder was kind, caring and nurturing towards the children. She knew them well and discussed how she met their individual needs daily. The children were happy and settled, having fun leading their own play, supported by the childminder who joined in their play when invited or needed.

Children were supported with kind and nurturing interactions from the childminder. The children and their families had built positive relationships with them, which encouraged the sharing of information to support the children when they attended the service. Cuddles were given when needed which helped children feel safe and loved.

Personal plans were in place for the children containing basic information to help the childminder support them. These had been developed since the last inspection, but further development was needed, for example, including information about children's preferences, interests and care routines, which would support continuity and consistency in meeting children's needs.

Children enjoyed a calm and relaxed lunchtime experience with the childminder sitting with them at the child height table, encouraging interactions and ensuring the children were safe from choking, as they ate their lunches provided by their parents.

There was no medication currently being administered but the childminder had a system in place for the safe storage and administration should medication be required.

Children were protected from harm as the childminder had a good knowledge of their role in protecting and safeguarding children, keeping them safe.

Quality Indicator 1.3 Play and learning

Children experienced a variety of planned and spontaneous play activities while attending the childminding service, which encouraged them to develop skills and supported them to achieve, while having fun. For example, the children enjoyed singing rhymes and actions songs with the childminder during the inspection.

Children made choices about their play and independently accessed a range of toys and resources which were age appropriate. For example, children engaged in imaginative play with small world toys including Disney princesses, motor vehicles, drawing and colouring and making dinosaurs with playdough. As a result, children were happy and engaged in their play.

Children had fun interacting with the childminder as they joined in and supported their play. They sang together and chatted as they sat together playing. The childminder modelled good talking and listening skills and encouraged the children to share the resources. This supported communication skills and co-operative play.

The childminder shared the children's progress and experiences with families at drop off and collection

times and through photographs shared through an online app. This enabled families to be involved in and included in their child's experiences while they attended the service.

A fully enclosed back garden with a range of outdoor equipment, provided the children with the opportunity to explore nature, engage in active play and access fresh air.

Effective use was made of the local and wider communities with trips to toddler groups, Bookbug sessions, walks, visits to parks and the urban beach. These opportunities supported children's health and wellbeing and encouraged social skills, while exploring and becoming familiar with their community.

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

Children experienced a warm, comfortable environment that was clean and well maintained. There was space for children to engage in floor play and move around unhindered indoors and outside. This meant children had space to meet their needs.

Age/stage appropriate resources were available for the children to access as they wished. They were encouraged to be independent and chose the resources and toys they wished to play with from those stored in the outside cabin and shed. Children benefitted from an environment which was appropriate to meet their needs and interests.

Direct access from the kitchen to a secure rear garden promoted children's choice in where they played. Although they did not play outdoors during the inspection, the childminder talked about the activities the children enjoyed outside in the garden and in the community, such as enjoying the fresh air and going to toddler groups.

Children's safety was promoted as measures were in place to minimise risk. The childminder discussed supervision and ensuring children were safe. We asked the childminder to develop the risk assessments, identify all risks in the service and how these are minimised to ensure children's health and safety.

Infection control measures were in place to maintain a hygienic environment. The childminding areas were clean and tidy. Children were encouraged and supported when needed to wash their hands after toileting.

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.

Quality Indicator 3.1 Quality assurance and improvement are led well

The service aims and objectives were shared with families when registering with the service. This allowed parents to know what to expect from the service and supported continuity of care for the children.

The childminder consulted with parents informally and formally through questionnaires to gather feedback

on the continued development and improvement of the service. The childminder worked in partnership with parents to ensure the service met the individual needs of the children.

The childminder had identified, further development of children's activities and experiences as an improvement in the service and noted this on her mobile phone. We discussed the benefits of using a bench marking tool when evaluating the service and signposted the childminder to 'A quality framework for daycare of children, childminding and school aged childcare' which would support her in reflecting on her service and practice.

Policies and procedures were in place and supported the childminder's practice and the running of the service. We suggested some of the policies be reviewed and updated to contain more detail and ensure they follow current guidance and are reflective of the service.

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

The childminder was responsive to the children in her care, ensuring they were well supported and individual needs met. They benefitted from the childminder's warmth and nurture which helped develop strong relationships and promoted a welcoming, positive ethos. This showed children and families they mattered.

The childminder had a clear understanding of how children developed and had been refreshing her knowledge and understanding of this recently through reading. They kept up to date with best practice and legislation through accessing communications from the Care Inspectorate and networking with local childminders.

The childminder had refreshed first aid training to ensure she responded to accidents and emergencies appropriately. The childminder should identify and access training and professional development opportunities, such as child protection refresher training to ensure their knowledge, skills and practice were up to date with current guidance to support positive outcomes for children. Reflections should be recorded after training has been accessed to allow the childminder to consider the impact their learning has had on practice and skills.

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

It is recommended that the childminder develop a system to record care plans for the children attending the service using the information gathered from parents, other professionals where appropriate and observations. The plans should be regularly reviewed with parents but at least once every six months.

National Care Standards Early Education and Childcare up to the age of 16;
Standard 6: Support and Development
Standard 14: Well managed service

This area for improvement was made on 18 May 2018.

Action taken since then

Personal plans were in place for the children with basic information recorded to meet their needs. These plans could be further developed to include more detailed information to help the childminder meet the interests of the children.

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?	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

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