

Aiste Gvildyte Child Minding

HELENSBURGH

Type of inspection:
Announced (short notice)

Completed on:
16 January 2025

Service provided by:
Aiste Gvildyte

Service provider number:
SP2021000157

Service no:
CS2021000260

About the service

The service is registered to provide a care service to a maximum of 6 children at any one time under the age of 16, of whom no more than 2 are not yet attending primary school and of whom no more than 1 is under 12 months. Numbers are inclusive of children of the childminder's family.

The childminding service is registered to operate from the childminder's home which is a tenement property in Helensburgh, Argyll and Bute. The childminder's home is within walking distance of local primary schools, bus routes and the train station.

About the inspection

This was a short notice announced inspection which took place on Thursday 16 January 2025 between 09:30 and 12:00. 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, information submitted by the service and intelligence gathered since the last inspection.

In making our evaluations of the service we:

- spoke with two children using the service and six of their families
- spoke with the childminder
- observed practice and daily life
- reviewed documents.

Key messages

- Children experienced warm and nurturing care from the childminder. The childminder knew children well as individuals and had improved personal planning arrangements. The childminder should now implement a review system to ensure that children's plans contained current information about their needs.
- The childminder was committed to making improvements to the service, but was yet to develop formal quality assurance processes, including self-evaluation, to support this continuous improvement.
- The childminder demonstrated a strong commitment to developing the service and we could see that procedures and processes were being embedded to ensure standards were maintained and outcomes for children and families were positive.

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

Two children were present during our visit. We could see that they were relaxed, happy and secure in the childminding environment. The childminder demonstrated a nurturing approach to caring for the minded children, offering children warm and affectionate care. One child had started very recently but we could see that the child had already settled and was comfortable with the childminder and the other minded child.

The childminder had established and maintained effective approaches to enable her to get to know the children and their families before they started, which assisted both children and families to settle well into the service. Parents agreed that the childminder knew their children well. One parent commented: "I spent lots of time in the childminder's house over our two week settling period, she was eager to have me stay and familiarise myself and my child with her space which made the transition for us a lot easier".

Personal plans were completed in partnership with parents and contained relevant information about children's individual needs and routines. Since the last inspection, the childminder had recorded all relevant health information for children that had been omitted previously. The childminder used these plans to follow children's routines and to ensure that their care was tailored to their individual needs. The childminder needs to implement a review system which ensured that children's information was kept up-to-date (see area for improvement 1).

The childminder told us that parents continued to provide meals and snacks for the children using the service. During the inspection, we observed children receiving snacks from their lunch bags. Children sat comfortably at the breakfast bar and we could see that they were familiar and confident with the eating routines.

The childminder took the opportunity to discuss children's needs and daily routines at daily drop off and collection times. This kept her up-to-date with children's needs and offered parents the chance for a mutual exchange of information. Parents enjoyed seeing photos of how their children were spending their time with the childminder through social media messaging and a Facebook page. This reassured them that their children were having a good time and included them in their children's day. This approach helped to support effective communication and consistency and continuity of care. Parents told us that communication was important to them: "My childminder communicates everyday about what her and my child have been doing and she regularly checks my child's likes/dislikes and discusses any changes in behaviour or routines" and "The childminder has very good communication skills and keeps me informed about what my child is doing."

Children's emotional wellbeing was supported through sensitive sleep routines in line with best practice guidance around safe sleeping.

Appropriate paperwork and procedures were in place for the safe storage and administration of medication to children.

Quality indicator 1.3: Play and learning

The childminder maintained a strong focus on outdoor activities including visiting local parks and beaches. Parents continued to appreciate the time their children spent outdoors. Comments included:

"My child regularly goes to the park and has access to outdoor space with a bright colourful garden space with appropriate toys. They go for walks along the shore."

"Outdoor play is dependent on the weather. The childminder has a lovely garden and makes use of park, beach and community garden too."

"The childminder has a wonderful garden full of excellent toys, they are also always out and about walking to the park."

"They children go to the park, shore or back garden."

The childminder had continued to visit local community resources with the minded children several times a week to offer children opportunities to experience soft play and socialise with other children.

The childminder's approach to play and activities remained child-centred and responsive to the children's interests, wishes and level of skill. A range of resources was easily accessible to children and could be chosen to reflect their interests. The childminder told us that children were always asked what they would like to do and then they chose from these ideas as a group.

Indoors there were lots of toys for children to choose from. We observed children choosing resources and playing happily with the toys available. The childminder told us that the older children continued to enjoy outings and arts and crafts activities. Parents told us that their children told them about what they enjoyed at the childminder's.

"Being outside, play, making art"

"My child likes their childminder and fellow mindee. My child likes the childminder's garden and the toys. Likes getting to do crafts, going to toddlers and the park. We appreciate that the childminder has learned some Makaton in order to communicate more effectively with my child."

"I like that it's a flat and I can help with making food. And all the rooms are fun with lots of fun things."

"How friendly and warm the childminder is, I have never felt more comfortable with someone looking after my child before."

"The children love going there. They like the childminder and enjoy the activities, arts and crafts and relationships with other children there."

Areas for improvement

1. The provider should ensure that children's personal plans are reviewed at least once in every six months, or before, dependent on the needs of the child.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: "My personal plan (sometimes referred to as a care plan) is right for me because it sets out how my needs will be met, as well as my wishes and choices" (HSCS 1.15).

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.

We found that the childminder had created a warm, comfortable, welcoming and homely environment for the children to play and relax in. There was good natural light and ventilation. The childminder ensured that the children had ample space to move around, play and learn in. We saw that the home was bright and clean with good standards of health and safety throughout the areas used by children. Appropriate arrangements were in place for cleaning the home and resources.

At the last inspection, we found that the rear shared garden had been developed to offer children an enclosed space for outdoor play. However, the childminder told us that since then a lack of investment and commitment from others sharing the garden meant that it was no longer viable to maintain the necessary standards for children. As children and their families had highlighted the importance of outdoor play in the garden, we suggested that the childminder continued to explore options to return the garden to satisfactory condition.

The childminder was more confident about her responsibilities to keep children safe and had developed risk assessments for her home and garden which identified hazards and control measures needed to keep children safe. Since the last inspection, the childminder had developed further risk assessments for outings to take account of the varied risks and hazards at each location. Risk assessments were being reviewed regularly to keep children safe.

The childminder provided appropriate activities, materials and experiences for the children, both indoors and outdoors, that were fun and interesting. This reflected the interests, development and learning stages of the children in her care. Children had regular opportunities to play outdoors and get fresh air.

There was a good selection of toys, in the bedroom, which was well-organised and accessible at child height to encourage self-selection.

The childminder had discussed her approach to preventing and controlling the spread of infection within her home. We found that there were some arrangements in place to prevent and control the spread of infection within the service to protect children. However, children did not carry out appropriate hand washing during our visit and the childminder needed to be more vigilant in encouraging and helping children to wipe their noses.

We confirmed that the childminder held appropriate insurance to operate the service and to use her car for her childminding business. We confirmed that appropriate arrangements were in place to have the gas central heating boiler serviced annually.

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.

At the last inspection, we acknowledged the work the childminder had undertaken to ensure compliance with the Care Inspectorate regulations, particularly when all guidance and best practice documents and guidance were not in the childminder's first language. At this inspection, we found that the childminder had remained committed to improving the service and had introduced a number of new policies and procedures. The childminder had become more confident in the childminding role and as a result offered positive outcomes to children and families.

Through regular communication with the parents and children, the childminder was able to provide a service that met the needs and interests of the children she was caring for. The use of photographs, texts and messaging helped her to regularly share the children's experiences, successes and achievements with their parents. This approach helped parents feel they were included in their child's day. Parents commented, "My childminder communicates everyday about what they have been doing and regularly checks my child's likes/dislikes and discusses any changes in behaviour or routines", "The childminder has very good communication skills and keeps me informed about what my child is doing" and "The childminder asks me daily about little things and lets me know in detail the goings on."

Parents agreed that they were involved in a meaningful way to help develop the setting and told us that their ideas and suggestions were used to influence change, commenting "The childminder has always been able to make adjustments for our sake" and "Aiste is quite open to suggestions."

At the last inspection, we highlighted a need for more robust quality assurance and directed the childminder to - A quality framework for daycare of children, childminding and school-aged childcare (<https://hub.careinspectorate.com/resources/children-and-young-people/early-learning-and-childcare-elc/>). We found that the childminder had made limited progress and reiterated the need for formal quality assurance processes. We directed the childminder to the self-evaluation section on The Hub (referenced above) to enable her to ensure the implementation of relevant processes. This would ensure that the childminder assessed the quality of her service and practice and enabled necessary improvements to be made (see What the service has done to meet any areas for improvement we made at or since the last inspection).

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.

The childminder had continued to develop her skills and practice. Since the last inspection, the childminder had participated in a number of training sessions to underpin her knowledge and enhance her practice including:

- Child Protection in a Childminding Setting
- Risk Assessment.

The childminder was about to undertake training with the Scottish Childminding Association (SCMA) on the national document, Realising the Ambition.

Participation in training and relationships with other established childminders had allowed the childminder to build confidence and improve outcomes for children and families across her service. Although, we recognised that this continued to be a work in progress.

The childminder told us that she kept up-to-date with best practice guidance and changes to legislation through accessing online resources and meeting regularly with other childminders in the area. She told us this was an extremely effective way to highlight, share and exchange ideas and best practice advice to help build her knowledge and confidence. The childminder had a membership with the Scottish Childminding Association (SCMA) which was a good source of information and advice. We highlighted the Care Inspectorate Hub as a good source of information and practice guidance.

The childminder was kind and caring in her approach to children which helped them feel safe and secure. The childminder was committed to ensuring positive outcomes for children and families. The childminder had developed positive relationships with families which had created a warm and welcoming ethos within the service. Parents told us, "The best childminder my children had. They're always happy after being there. And that's all a parent asks for", "My child is very happy to go and comes back happy. In fact doesn't want to leave!" and "The childminder is thoughtful and experienced."

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 improvement within the service, the provider should ensure that:

- (a) children and families are meaningfully involved and influence change within the setting
- (b) quality assurance including self-evaluation and improvement plans are in place and lead to continuous improvement.

This is to ensure that leadership is consistent with the Health and Social Care Standards (HSCS) which state that: "I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance processes" (HSCS 4.19).

This area for improvement was made on 23 October 2023.

Action taken since then

We found that children and families have some informal opportunities to be involved in improvement planning but a formal system for quality assurance had yet to be developed and implemented.

This area for improvement has not been met.

Previous area for improvement 2

The provider should continue to develop children's personal plans and ensure that the information is fully completed, kept up-to-date and reviewed every six months, or before, dependent on the needs of the child.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: "My personal plan (sometimes referred to as a care plan) is right for me because it sets out how my needs will be met, as well as my wishes and choices" (HSCS 1.15).

This area for improvement was made on 10 January 2023.

Action taken since then

The childminder held completed personal plans for each child. However, she had not implemented a procedure to ensure these plans were updated/reviewed every six months.

This area for improvement has been partially met. We will make a new area for improvement in relation to reviews under How good is our care, play and learning?

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

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