

Taylor, Freida Child Minding

Aberdeen

Type of inspection:
Announced (short notice)

Completed on:
20 March 2025

Service provided by:
Freida Taylor

Service provider number:
SP2003900283

Service no:
CS2003001528

About the service

Freida Taylor delivers a childminding service from her own home, located in a quiet residential street within the west end of Aberdeen. The children have access to a playroom, kitchen, living room and conservatory with patio doors leading to a fully enclosed garden. There is a downstairs bathroom.

The service is registered to provide a care service to a maximum of eight children at any one time under the age of 16 years, of whom no more than six are not yet attending primary school and of whom no one is under 12 months. Numbers are inclusive of children of the childminder's family. Mr William Taylor has been approved as an assistant for the service. The entire upper floor is not to be used for childminding purposes. Four children were present during the inspection.

About the inspection

This was a short notice inspection which took place on 20 March 2025 between the times of 13:50 and 16:30. 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 and complaint information, information submitted by the service and intelligence gathered since the last inspection.

In making our evaluations of the service we:

- spoke with children using the service
- received two completed questionnaires from parents
- spoke with the childminder and their assistant
- observed practice and children's experiences
- reviewed documents.

Key messages

- The childminder and assistant interacted with children with kindness and compassion, helping them to feel valued and loved.
- Children's wellbeing was supported as the childminder and assistant knew the children very well and had developed positive relationships with them and their families.
- Children were encouraged to be independent and have their voices heard.
- The childminder had involved parents and children in a review of their service and responded to their feedback.

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

Children received nurturing care and support from the childminder and assistant who were kind, caring and responsive to their needs. For example, the childminder spoke warmly with each child and listened attentively to their response. As a result, the children were happy, comfortable and confident in the childminder's care. Parents told us they were happy with the care their children received.

Strong and trusting relationships had been formed between the childminder, assistant, children and families. The childminder and assistant had cared for the children over many years and knew them very well. They provided lots of smiles and encouragement as the children were supported to make choices. This included where they spent their time and what they wanted to do. As a result, children felt included, safe and secure.

Personal plans were in place for each child. These were used to record information needed to promote children's safety and wellbeing. The childminder should continue to encourage parents to participate in the six monthly reviews of this information. Older children had been involved in completing a form to gather information about their current interests and what they wanted to do at the childminders. This supported the childminder to identify and meet children's needs.

Snack time was a relaxed and unhurried experience for children. They were able to choose what they wanted to eat. Their independence was supported as they prepared their own fruit. Fruit and water were readily available to promote healthy eating and keep children hydrated. The childminder and assistant chatted with the children during snack time, encouraging and maintaining positive relationships and supporting communication skills.

Children's safety was promoted by the childminder and assistant who showed a clear understanding of their role and responsibilities in safeguarding children. The childminder and assistant accessed child protection training annually and were confident in recognising and responding appropriately to any concerns.

Quality Indicator 1.3 - Play and learning

Children were happy and relaxed in the childminder's home. On the walk back from school they chatted with each other and the childminders, discussing what they wanted to do once there. Children were with the childminder for a short period of time each day, usually before and/or after school. They were able to choose where and what they played with, supporting them to lead their own play and follow their interests. The childminder interacted with the children in a responsive nurturing way, providing praise and encouragement and reassurance when necessary. This supported the children's confidence and self-esteem.

There were a range of activities and opportunities available, for example, arts and crafts, games, books, and access to outdoors. The childminder supported children's language through ongoing discussions. Children were supported to resolve any minor disagreements and to understand rules of the game they were

playing. There were resources such as board games, books and craft projects to support children's numeracy and literacy skills. The childminder's interactions with the children were kind and supportive, ensuring they had time to respond and everyone had a chance to contribute.

Children and the childminder told us how they sometimes visited local parks and shops. This extended children's experiences and supported them to feel part of their community. The childminder supported children's development and interests when appropriate. For example, one child's interest in football was supported by providing opportunities for them to practice in the garden and at the park. Lots of encouragement given when achievements were made, with the childminder showing pride in the children's accomplishments. The childminder was now recording children's experiences and achievements through photos. These were displayed supporting children to revisit their learning and evaluate the experience.

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

Children benefitted from a homely, comfortable and well-furnished environment, which helped them feel safe and secure. They had access to the downstairs area of the house. This included a large playroom, areas with soft furnishings to rest and relax and a kitchen area for crafts, board games and snack. A separate room was accessible to children who may want a quieter activity such as reading. We observed children confidently moving around the home which promoted choice and independence. There was direct access to the enclosed garden via the conservatory which provided natural light and ventilation to support children's health and wellbeing.

The childminder provided a child-centred approach where children had access to a variety of resources to support different play experiences. Resources were kept on shelves in the sitting room which were easily accessible for the children. Children were confident in asking the childminder for anything that they needed to extend their interests.

Children's safety and wellbeing was promoted through effective infection control practices. Surfaces were kept clear promoting effective cleaning. Children were observed washing their hands on arrival and before snack, helping minimise the spread of infection.

Measures were in place to keep children safe. Risk assessments of the indoor and outdoor environment had been completed, safety gates were used effectively, and parents rang the doorbell on arrival. Children demonstrated an awareness of safety and were accompanied to the door by the childminder. Children's personal information was stored securely to ensure families privacy and confidentiality. The childminder took care to protect the privacy of the children and their families when discussing their needs and sharing information with parents.

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 childminder had developed a statement of aims for their service. This helped parents and children to know what to expect from the service. Including parent's and children's views in drafting this promoted awareness of what was important to meet the needs of children.

The childminder had known all the children and their families for a number of years. Strong relationships had been formed. Parents told us the childminder was approachable and they would not hesitate to raise any issues or make suggestions for improvement. One parent commented that there was "Constant communication and feedback" and another told us, "I have watched (the childminder) continually invest in improvements that were never asked for, they are simply provided. That, combined with how happy the children are, I couldn't ask for more".

The positive relationship between the childminder and parents supported the sharing of views and suggestions. The childminder had recently consulted parents about their operating hours and children had been consulted about what resources would be needed. While no formal evaluation of these changes had taken place the childminder was confident in discussing the impact on children's experiences and outcomes.

To fully support improvements going forward the childminder may find it useful to record an improvement plan based on the SMART (specific, measurable, achievable, relevant and timebound) format. This should support them to progress planned improvements in a timely manner and identify and measure positive impacts for children's experiences.

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 4.3 - Staff deployment

The childminder and their assistant had a good working relationship with each other, which helped create a positive environment for the children. They were kind, caring and supportive to meet the needs of the children. They worked well together as a team, ensuring that all children were appropriately supervised and supported.

Core training, such as first aid and child protection had been completed by the childminder and assistant. This supported them in keeping children safe and well. The childminder had also accessed further training such as online courses on understanding children and children's perspectives on play. They were confident in telling us how this impacted their practice, such as including more natural resources and encouraging outdoor play. When the childminder attended training, they shared the information with their assistant. This supported a shared strategy of support for children.

The childminder had continued to access best practice guidance and use this to identify improvements in their service. For example, in recording children's experiences. They had a range of policies in place to support their practice which reflected current guidance such as infection prevention and control measures.

Children benefitted from a relaxed and unhurried flow to their afternoon routine, this supported them to feel comfortable and confident. The childminder took time to talk with parents when they collected their children. This promoted a continuity of care through sharing of information and helped parents know their child's experiences. The childminder and their assistant were experienced in childcare and promoted a relaxed and comfortable atmosphere which was enjoyed by children and parents. One parent commented that the childminder and assistant "are a team and both provide the best care possible".

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

The childminder should continue to develop quality assurance by implementing more formal systems that enable quality of the service to be evaluated. Gathering parents' and children's views should be part of this process. This will help identify any areas for improvement that will improve outcomes for families.

This is to ensure that care and support 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 a robust and transparent quality assurance processes' (HSCS 4.19).

This area for improvement was made on 30 October 2023.

Action taken since then

The childminder had reviewed the delivery of their service taking account the views of parents and children. This included consideration of the resources offered, how children's experiences were recorded and the times the service operated. They had informally evaluated the impact that changes had made for children's outcomes.

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
4.3 Staff deployment	4 - Good

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Care Inspectorate
Compass House
11 Riverside Drive
Dundee
DD1 4NY

enquiries@careinspectorate.com

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