

Kathleen's Childminding Services

Child Minding

Irvine

Type of inspection:
Unannounced

Completed on:
23 April 2025

Service provided by:
Kathleen Perratt

Service provider number:
SP2016988134

Service no:
CS2016348065

About the service

Kathleen Perratt provides a childminding service from their family home in the residential area of Castle Park, Irvine, North Ayrshire. The service is close to local early years services, schools, shops and parks.

Children are cared for in an open plan living area, that leads to a designated play room. Children have access to the kitchen, an enclosed garden and an upstairs toilet.

The service is currently registered to provide a care service to a maximum of seven children at any one time, under the age of 16, 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. The number is inclusive of the childminder's family.

About the inspection

This was an unannounced inspection which took place on 22 April 2025 between 10:30 and 14:30 and 23 April 2025 between 13:00 and 15:00. 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 children using the service and two of their family representatives
- spoke with childminder
- observed practice and daily life
- reviewed and sampled documents
- reviewed feedback from family questionnaires.

Key messages

- Children were happy, safe and secure in the care of the childminder who knew them well
- The childminder had a kind, caring and nurturing approach
- Children were having fun and leading their play
- The childminder placed children at the heart of the service
- Children had access to a broad range of community services and experiences
- Positive relationships with families was a strength of the service
- Feedback from families was positive
- The childminder should review policies, procedures and risk assessments

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

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| 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 found significant strengths in aspects of the care provided and how these supported positive outcomes for children, therefore we evaluated this quality key question as very good.

1.1 Nurturing care and support

Children were happy, safe and secure in the care of the childminder who knew them very well. The childminder had formed positive relationships with children and spent quality time sitting with them having fun and supporting their learning. Children were relaxed in the homely environment, enjoyed a cuddle and chatted with the childminder. This contributed to children's social and emotional development.

Children were settled in the service. An individual settling in process ensured children's needs were supported. This included gradually increasing the time spent at the service and enabled children to build positive relationships with the childminder. The childminder was sensitive to children's care needs and ensured they settled in to the service at a pace that was right for them. This meant that children's emotional security needs were met.

Children relaxed on the comfortable sofa to rest, when they needed, to take time away from their play. Children often slept during the day. Families preferred children to sleep in strollers and we spoke with the childminder about reintroducing the travel cot during sleep routines. This will help support children's wellbeing.

Children's privacy and dignity was respected during personal care routines. The childminder was discreet during nappy changing and this was a relaxed and intimate experience for children. The childminder reassured children and interacted with them in a warm and caring manner. Children washed their hands after nappy changing routines. This help promote good hygiene practice.

Mealtimes were relaxed, unhurried and social experiences. Younger children sat in high chairs for their safety and the childminder supported them with their food. The childminder provided homemade meals and some were provided from home. They knew children's individual preferences and they encouraged children to eat independently and finish their meal. Healthy snacks were provided, which included a good selection of fresh fruit and yogurt and children had access to fresh water. This meant that children benefited from a positive and healthy mealtime experience.

Personal plans were in place and contained detailed information about children's health, safety and wellbeing needs. The plans reflected children's current interests, preferences and stages of development and wellbeing indicators were used effectively to support learning. Plans were up to date and families provided written comments in relation to their children's care and support. This meant that children's needs were consistently met.

1.3 Play and learning

Children were having fun and playing with their friends. They followed their interests and lead their play. They played on the floor with small cars and trucks and used their imagination. They chose to play with

their favourite toys, for example, one child preferred to play with small toys and liked to carry them around with them. This meant that children were involved in play that was meaningful to them.

The childminder understood the value of child led play and had a good understanding of children's stages of development. They encouraged children to play independently and together at times enabling them to co-operate with each other and share resources. This helped promote children's social skills.

The childminder joined in with children's play. They encouraged children to participate in musical games and movement and used interactive games to promote singing and dancing. They watched video clips and listened to action songs and followed instructions to walk, skip, jump and freeze. Children were engaged in the game and having fun.

Children played outdoors and participated in energetic play. They climbed up the chute and used their balance and co-ordination to reach the top and slide down. They pushed themselves along on bikes and cars and played with a ball. This meant that children benefitted from outdoor play.

The childminder kept photographic evidence of children's experiences in a big book. Some experiences included pizza making and learning about different animals and topics that interested them. Children liked to revisit the big book to recall memories and experiences.

To further support children's learning and development, we asked the childminder to use developmental milestone trackers. This will help the childminder to identify children's stages of development and enable them to plan children's next steps in the learning. This will help show children's progress over time.

How good is our setting?

5 - Very Good

We evaluated this quality indicator as very good. We found significant strengths in aspects of the care provided and how these supported positive outcomes for children.

2.2 Children experience high quality facilities

The childminders home was warm, welcoming and well maintained. It was safe and secure, with plenty of natural light and ventilation. Children had space for floor play and they sat on the large comfortable sofa

when they wanted to rest and relax. This meant that children's health, safety and wellbeing needs were supported.

Children had access to an open plan living area which included a designated playroom. The playroom was well set up to support children's play and learning and resources were accessible. This meant that children could choose their favourite books and toys. A play kitchen and a small table meant that children could use their imaginative skills. The spacious kitchen was used for children to participate in creative activities and a good range of art and craft materials was available. This meant that children could participate in a range of play experiences that supported their interests.

The spacious garden was accessible through the kitchen and included a decked area and an artificial grass surface for children to participate in active play. The gazebo provided shade and patio furniture meant that children could sit and relax and eat their snacks. This enabled children to play and relax outdoors.

Children's sensory play was supported through sand and water. They used real life utensils, pots and pans in the mud kitchen and poured sand and water through sieves. This enabled children to explore their senses through play.

Children had access to a good range of community facilities including parks and beaches. Regular visits to local play groups and the soft play centre meant that children had fun and socialised with other children. Children's experiences were further extended through broader opportunities to visit places of interest, for example museums, safari and adventure parks. Some of the excursions meant that children had opportunities to travel by boat and trains. This meant that children learned about the world around them.

How good is our leadership?

4 - Good

We made an evaluation of good for this key question, as several important strengths, taken together, clearly outweighed areas for improvement.

3.1 Quality assurance and improvement are led well

The childminder aimed to provide a safe and stimulating environment where children felt happy and secure. We observed happy children who were secure and had access to a range of stimulating resources and play experiences. This supported children's wellbeing and learning.

The childminder spoke about their values and it was evident that children's needs were placed at the centre of the service. They interacted with children in a warm, respectful and calm manner and we observed the childminder's values incorporated into daily practice. For example, they gently reminded children to share resources and be kind to each other. This helped promote children's social and emotional development.

The childminder was committed to providing a quality service to families. They were supportive and offered a flexible service to ensure families' needs were met. The childminder had built strong attachments with children and formed positive relationships with families. This was a strength of the service and families told us that the childminder was approachable and supportive.

Digital communication was used to share information, send messages and gather ideas about how the childminder could meet children's individual care needs. Photographs of children's experiences throughout the day were sent to families and we observed the childminder and families sharing important information about children at the end of the day. This helped provide continuity of care.

The childminder had started to evaluate the quality of the service and reflected on how they could improve children's play and learning experiences. For example, they planned to make some improvements to the garden to offer children more opportunities to play and learn. This will help improve outcomes for children.

The childminder often sought the views of families in relation to their children's care, play and learning. They spoke about introducing a monthly question through digital methods to gather specific information and suggestions about how the service could be improved. This will help families influence the quality of the service.

Policies, procedures and risk assessments were in place. We spoke with the childminder about reviewing and updating these to reflect current practice. This will help improve outcomes for children.

How good is our staff team?

4 - Good

We made an evaluation of good for this key question, as several important strengths, taken together, clearly outweighed areas for improvement.

4.3 Staff skills, knowledge and values

The childminder knew children well and responded to their individual needs in a kind and caring manner. They worked well with families to ensure they provided consistent care and support through personal planning and daily communication. This meant that children's needs were well supported.

The childminder had developed positive and trusting relationships with families. They often made an extra effort to ensure families were well supported and this was evident through family feedback. All families strongly agreed that the childminder provided a quality service and praised them for providing fun and meaningful play experiences.

The childminder understood the value of child-led play and provided a good range of resources and experiences that supported children's play and learning. They recognised children's stages of development and their individual preferences, for example, children wanted to climb. The childminder set clear boundaries and provided opportunities for physical play. This supported children's learning and development.

The childminder participated in several training courses to help support children's health, safety and wellbeing. They had completed paediatric first aid and safeguarding children and young people. This helped ensure children were safe.

To further support the childminder's skills and knowledge, we signposted the childminder to the Care Inspectorate Hub, to access bitesize videos and best practice documents. This will help support the childminder to continue to develop their skills and knowledge.

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

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| How good is our care, play and learning? | 4 - Good |
| 1.1 Nurturing care and support | 5 - Very Good |
| 1.3 Play and learning | 4 - Good |

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|---|---------------|
| How good is our setting? | 5 - Very Good |
| 2.2 Children experience high quality facilities | 5 - Very Good |

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| How good is our leadership? | 4 - Good |
| 3.1 Quality assurance and improvement are led well | 4 - Good |

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| How good is our staff team? | 4 - Good |
| 4.1 Staff skills, knowledge and values | 4 - Good |

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