

Natasha Leggatt

Child Minding

Dundee

Type of inspection:
Unannounced

Completed on:
23 April 2025

Service provided by:
Natasha Leggatt

Service provider number:
SP2023000111

Service no:
CS2023000170

About the service

Natasha Leggatt is registered to provide a care service to a maximum of 4 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.

Numbers include the children of the childminder's family/household.

Minded children can only be cared for by persons named on the certificate.

No overnight care will be provided

This childminding service is provided from a property situated in a residential area of Monifieth, Angus. Internally, children have access to an open plan living room and kitchen, two playrooms and an upstairs toilet. Externally is a large, fully enclosed garden used for outdoor play.

About the inspection

This was an unannounced inspection which took place on 23 April 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 registration information, information submitted by the service and intelligence gathered since the last inspection.

In making our evaluations of the service we:

- observed the children at play and their interactions with the childminder
- spoke with the childminder
- observed practice and daily routines
- received feedback from families through MS Forms
- reviewed documents.

As part of this inspection, we undertook a focus area. We have gathered specific information to help us understand more about how services support children's safety, wellbeing and engagement in their play and learning. This included reviewing the following aspects:

- safety of the physical environment
- the quality of personal plans and how well children's needs are being met
- children's engagement with the experiences provided in their setting.

This information will be anonymised and analysed to help inform our future work with services.

Key messages

- Children were happy and relaxed in the childminder's care.
- A strong emphasis was placed on accessing the local and wider community.
- The childminder has developed strong relationships with children and families.
- Personal plans should be reviewed with families at least every six months to ensure the childminder has the most current information to meet children's needs.
- The childminder should ensure that risk assessments are in place for her home and garden which are specific to her service.
- The childminder should continue to develop the self-evaluation of her service, identifying areas for development and regularly evaluate any progress made.

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?	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/people and clearly outweighed areas for improvement.

Quality Indicator 1.1: Nurturing care and support

Children were happy and relaxed in the childminder's company and benefitted from warm and caring interactions. Children were encouraged and praised which supported their self-esteem. It was evident positive, nurturing relationships had been formed. This supported children to feel safe and secure. Parents agreed and one shared with us, "My child is always happy and always looks forward to their day at the childminders."

Information was gathered for children through personal plans and 'All about me' documents to help the childminder care for and support the children. Personal plans could be further developed to consider the wellbeing indicators, 'SHANARRI' (safe, healthy, achieving, nurtured, active, respected and responsible). This would ensure information gathered was used effectively to ensure positive outcomes for children. Consent forms should be created to document parental permission for various aspects of care. Information held for each child should be reviewed with families at least every six months to ensure the childminder has the most current information to meet children and families needs. **(See area for improvement 1.)**

Families provided packed lunches and snacks for their children. These were stored safely to ensure food was kept fresh. Children washed their hands prior to eating. This supported their independence and sense of responsibility. Some children sat together at a table. Where appropriate, we would encourage all children to sit together to support a more social experience.

Quality Indicator 1.3: Play and learning

The childminder shared with us the weekly routine that included daily visits to local toddler groups and the library. Children enjoyed regular outings in the wider community during the school holidays. This supported children's social skills and sense of belonging. One parent shared with us, "They are always active and out and about doing interesting and fun activities." The childminder read stories to the children, listened to them and supported their language and vocabulary. She supported their play with a good use of questioning. As a result, children's developing language and communication was supported well.

Children could access a range of toys which included books, vehicles, a play kitchen and small world toys. Resources were clean, in good condition and appropriate for children's stage of development. The childminder could now consider how she broadens children's play experiences to extend learning and development opportunities. This should include more opportunities for children to be explorative, creative and use their imaginations with more varied, natural and open-ended resources provided.

The childminder shared she planned to now start completing observations of children's progress, achievements and next steps. The childminder should ensure children's observations are meaningful with relevant next steps. This will support children to progress and develop a broad range of lifelong learning skills.

Areas for improvement

1.

To support children's care, wellbeing and development, the childminder should develop children's personal plans. This should include, but is not limited to;

- ensuring personal plans detail children's wellbeing needs, strategies in place and next steps
- ensuring consent forms are in place which document parental permission for various aspects of care
- ensuring all information included in personal plans is reviewed at least every six months with children and their families.

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/people and clearly outweighed areas for improvement.

Quality Indicator 2.2: Children experience high quality facilities

The childminder's home offered a warm, homely and welcoming environment for children. There was ample space for children and they moved freely around the childminder's home. Children benefitted from a separate playroom laid out with toys and resources. This supported children's choice of where to play. One family shared with us, "Natasha's home feels like a home from home. My child is settled and relaxed when they enter her home."

The childminder's home was clean, tidy and well maintained. Suitable infection prevention and control measures were in place, such as handwashing by the children and childminder. Personal protective equipment (PPE) was stored safely and within easy reach of the childminder to use during nappy changing. This supported children's health and wellbeing.

A variety of outdoor toys and equipment which were appropriate for the children attending were available. These included rockers, a chute, a sand tray and water tray. Children played outside during the inspection, exploring bubbles and played football.

The childminder had a range of risk assessments for outings and visually risk assessed her home daily. The childminder should ensure that risk assessments are in place for her home and garden which are specific to her service. These should identify all risks to children and how the childminder plans to mitigate these. These should be routinely reviewed and updated to reflect any changes to minimise any risk to children. **(See area for improvement 1.)**

Areas for improvement

1. To ensure children's health, wellbeing and safety are supported in a safe environment, the childminder should further develop risk assessments.

This should include, but is not limited to developing risk assessments for the home and garden which are specific to her service.

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

'My environment is secure and safe' (HSCS, 5.19).

How good is our leadership?

3 - Adequate

We evaluated this key question as adequate. While the strengths had a positive impact, key areas needed to improve.

Quality Indicator 3.1: Quality assurance and improvement are led well

A vision, values and aims were created when the childminder first started her childminding business. These were safety, care and nurture based. The childminder should review these with current children and families to ensure these continue to reflect the service offered. This would support shared expectations.

Paperwork which included policies and procedures were in place which underpinned the service. Some of these policies were basic and should now be developed to ensure they fully reflect the childminder's service. We suggested additional policies should now be created which included a sleep policy and missing child policy. The childminder should use best practice guidance and documents when creating and reviewing her policies. This would ensure that she has the most up to date and current information to ensure positive outcomes for children. **(See area for improvement 1.)**

The childminder had created a basic improvement plan and had gathered feedback from children on resources they would like for the service. We suggested the childminder use SMART targets (specific, measurable, achievable, relevant, and time-bound). This would ensure the improvement plan is a meaningful working document that supports ongoing improvement to the service. It would be beneficial to follow up on any areas for development that had been identified and evaluate any progress made.

The childminder should now make herself familiar with the Care Inspectorate guidance 'A quality framework for day care of children, childminding and school aged children'. She should use this as a self-evaluation tool to help her identify any improvements required to support positive outcomes for children. Families and children should be included in the self-evaluation of her service to inform improvements to the service. This would support them in delivering high quality care and learning for children. **(See area for improvement 1.)**

Areas for improvement

1.
To ensure that quality assurance processes impact positively on outcomes for children, they should be developed to help identify and inform improvement planning.

This should include, but is not limited to,

- developing self-evaluation processes
- reviewing and updating policies, at least annually, to ensure they reflect and follow best practice and guidance.

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 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/people and clearly outweighed areas for improvement.

Quality Indicator 4.1: Staff skills knowledge and values

The childminder was warm and approachable and had established strong relationships with children and their families. All parents strongly agreed they had a good relationship with the childminder. One family shared, "Natasha has been professional in all our time getting to know her. She presents as knowledgeable in her experience in looking after children."

Information was shared with parents through daily conversations at drop off/pick up times and messages with photos to share information on activities their child had enjoyed taking part in. These were good opportunities to ensure parents felt included and involved. One family shared, "She communicates well throughout the day and gives us updates about what my child has been getting up to, what they have ate and how long they have slept for which has helped in building a trusting relationship."

The childminder had a recognised childcare award and had attended core training which included child protection and first aid. The childminder should continue to access training opportunities and professional reading material to enhance her knowledge, skills and practice. Key documents, including 'Realising the ambition', 'A quality framework for day care of children, childminding and school aged children' and 'Loose parts play' would enhance how she supports children's play, learning and development.

The childminder regularly engaged in professional discussions with other childminders in the area, who they met regularly for shared activities with children. Other opportunities available to help inform their practice included access to childminder webinars. This supported the childminder to build on their knowledge and effectiveness.

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?	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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