

Kumalo Bears Childminding Child Minding

Kilmacolm

Type of inspection:
Unannounced

Completed on:
26 May 2025

Service provided by:
Jacqueline McLean

Service provider number:
SP2023000237

Service no:
CS2023000360

About the service

Kumalo Bear Childminding service is run from the family home within the Kilmacolm area of Inverclyde. The service is close to local shops and parks. Children have access to the ground floor of the childminder's home and a secure garden area.

Current registration allows the childminder to provide a care service to a maximum of six children at any one time under the age of 16, of whom no more than six will be under 12, 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.

About the inspection

This was an unannounced inspection which took place on 22 May 2025 between 09:30 and 13:00. The inspection was carried out by two inspectors from the Care Inspectorate.

To prepare for the inspection, we reviewed information about this service. This included registration and complaints information, information submitted by the service and intelligence gathered throughout the inspection year.

In making our evaluations of the service we:

- Spoke with the childminder
- Observed practice and daily life.
- Reviewed documents.
- Received feedback from two parents/carers.

Key messages

- Children experienced warm and nurturing care.
- The childminder knew children and families well and strong relationships with families supported a collaborative approach to care and learning.
- A responsive approach to planning supported children to be engaged in their play.
- Children benefitted from spaces that were bright, clean and homely.
- Self evaluation processes should be further developed to support sustained improvements.

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 different parts of this key question as very good and good, with an overall grade of good. Several strengths impacted positively on outcomes for children and clearly outweighed the areas for improvement.

Quality Indicator 1.1 - Nurturing care and support

Children attending the service were happy, calm and settled. The childminder provided cuddles when the children required comforting. We saw kind and nurturing interactions throughout our visit. Parents told us "We know our child is safe and being very well cared for with her" and "care for our child has been exceptional". As a result, children felt loved, safe and secure.

Mealtimes were calm and unhurried. Children enjoyed interacting with each other and the childminder, creating a sociable experience. The childminder was focussed on the children and well positioned should an emergency occur, for example, choking. We discussed with the childminder how hand washing routines could be further improved, to ensure they are in line with best practice guidance. This will ensure children continue to be kept safe and minimise the spread of germs.

The childminder recognised the importance of a calm environment for sleep and used a separate sleep room when required. The room was well ventilated and the childminder logged sleep times and shared this information with parents electronically. The childminder was aware of safe sleeping guidance. The childminder advised that following parents wishes, some children slept in buggies, that lay flat. To keep children safe, we suggested that the childminder update their sleep policy to reflect this and ensure the appropriate permissions are in place.

Children's wellbeing was supported through the use of effective personal plans. These were detailed and linked to the wellbeing indicators. The childminder made good use of a 'development rainbow' document to record children's development and achievements and to identify children's next steps. A parent told us "Jacqueline devised a well thought out personal plan for my child. She is very insightful regarding what skills they are currently gaining and helps them with their development through numerous activities in a supportive environment. For example: lots of age appropriate books, support with developing motor skills, age appropriate play such as role play." These good relationships with families supported the childminder in ensuring a collaborate approach to children's learning and development.

Personal care was carried out calmly and respectfully and the childminder was mindful of the children's dignity and needs. For example, whilst changing nappies the childminder sang and chatted to the children throughout to put them at ease. This ensured children felt safe and secure.

Quality Indicator 1.3 - Play and learning.

Children were engaged and enjoying their play. There was a large range of age appropriate resources, such as, a toy kitchen, building blocks and sorting games. The childminder played with the children and extended their learning. For example, encouraging them to build a higher tower. As a result, children were having fun and learning new things. We suggested ways that the childminder could further enhance their provision to include more loose parts and resources to spark children's creativity and problem solving skills.

Resources were available that promoted literacy and numeracy through play. For example, we saw a variety of books and children enjoyed story time. This encouraged development of language and communication skills of the younger children.

The childminder was responsive to the needs and interest of the children and used this to plan fun and interesting experiences. The childminder told us they used video recordings and photographs of children taking part in experiences to identify what skills children were learning and plan meaningful next steps. To further support children's learning, we suggested that the childminder consider ways to involve parents in setting learning targets.

Children's experiences were enhanced through the connections forged with the local community. Children frequently went to the park, the woods, used the MUGA and the local library for story time. A parent told us they liked that there was "lots of play indoors and outdoors. Fun music and dancing. Meeting up with other children".

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

The childminder had created a homely environment. Spaces for children were bright, clean and well ventilated. There was space for children to rest and relax if they wished. Furniture for children was appropriately sized and well maintained. Resources and materials for children were easily accessible and children enjoyed self selecting what they would like to play with. As a result, children's choice and independence was promoted.

The childminder had considered children's individual interest when resourcing their environment. For example, one child had a particular interest in the farm and farm animals. During our visit we saw the child engaging with some animal books, and animal resources for imaginative play. This gave children a strong message that they were valued and their views mattered.

To ensure children were safe, the childminder had implemented risk assessment strategies. These written risk assessments were reflective of current spaces and resources available for children. The childminder was able to confidently identify potential risks and discussed how they had recently taken action to minimise these.

Infection prevention and control procedures were in place to support a safe environment. We discussed with the childminder how handwashing routines could be further enhanced. The childminder agreed to implement this moving forward.

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 and led well

The childminder engaged well during the inspection process and children and families experienced a service that was well led and managed. The childminder role modelled respectful interactions with children and the values and aims of the service were reflective of current families aspirations. One parent told us: "We have a positive and open relationship and we get a face to face update of their day when we pick them up. We have excellent communication about their ongoing development".

Communication with families was a strength of the service. The childminder regularly shared photographs of children's experiences and daily updates using WhatsApp messages. One parent told us: "Jacqueline is excellent with my child and we know they are safe and being very well cared for with her. She keeps us well informed, sending daily diary update of their day including pictures. She is always receptive to our thoughts. As a result, families felt included in their child's play and learning.

Policies and procedures were in place and shared with parents when they joined the service. We suggested that the childminder should use best practice guidance when reviewing policies. This will ensure the childminder has the most update information to support them in delivering a quality service for children and families.

Self evaluation processes were in the early stages of development. To support the childminder further with this, we have signposted them to a range of resources available on the Care Inspectorate "Hub". This will enable the childminder to develop a more formalised approach to self evaluation and support continuous, sustained improvement.

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: Skills, knowledge and values

The childminder was warm and approachable and Interactions were kind, compassionate and respectful. This nurturing ethos showed children were valued and loved. The childminder understood individual children's cues, both verbal and non verbal and body language. This supported the childminder in meeting children's needs.

The childminder spoke positively about relationships with other childminders in their local area. They childminder told us they would regularly meet together as a group with their minded children for outings, for example to local parks and soft play. This provided opportunities for children to socialise with others and develop friendships and social skills. These regular opportunities to keep in touch also supported the childminder to have professional discussions and share knowledge and practice. This impacted positively on outcomes for children and families.

The childminder was in the process of completing some relevant training, including child protection training. The childminder advised that due to time constraints they had found it difficult to source and undertake professional development opportunities. We advised the childminder that they should prioritise sourcing training. We discussed ways in which the childminder could use their Scottish Childminding Association (SCMA) membership along with the Care Inspectorate Hub and online resources. This will ensure that they continue to provide quality outcomes for children and families.

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	5 - Very 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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