

Bell, Kathleen Child Minding

Type of inspection: Unannounced
Inspection completed on: 17 March 2022

Service provided by:

Service provider number:
SP2007967064

Care service number:
CS2007162639

Introduction

Kathleen Bell provides a childminding service from her property in a residential area of Livingston, West Lothian.

The childminder is registered to provide a care service for a maximum of six children at any one time up to the age of 16. No more than three children are not yet attending primary school and no more than one is under 12 months. Numbers are inclusive of the childminder's own children.

The childminder provides the service from a two-storey family house in Livingston, West Lothian. The home is close to local primary schools, shops, parks, and other amenities. The children are cared for in the lounge/diner, kitchen, and downstairs bathroom. Children also have access to an enclosed rear garden.

What we did during our inspection

An unannounced inspection took place on Wednesday 16 March between 12:30 and 15:00. Feedback was given by telephone call on Thursday 17 March 2022.

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

To inform our evaluations we:

- spoke with children and parents using the service
- spoke with the childminder
- observed practice and play experiences
- reviewed documents.

Views of people using the service

There was one minded child present at the time of the inspection as well as one of the childminder's own children. Children appeared relaxed and happy within the space and were approaching the childminder for reassurance and comfort. This showed that strong relationships had been formed.

Two families shared feedback with us about the service, the comments we received were all positive. Families told us that the service provided a nurturing environment and children had access to a range of fun activities. They felt well informed about developments and changes within the service and valued the opportunities they had to share their views and ideas.

Self assessment

We did not ask the childminder for a current self assessment prior to the inspection. We looked at the service's quality monitoring documents and we have commented on this.

What the service did well

There was a calm, relaxing and nurturing environment in the childminder's home which helped children feel safe, respected and included. The childminder knew the care and support needs of all children in her care and had built strong relationships with children and their families.

Children were being cared for by a kind and caring childminder who listened carefully to their views and interests, respecting them as individuals. Parents and carers views were also sought to ensure they felt included and respected in improving their child's experience.

Children spent time in their wider community exploring a variety of multi-sensory outdoor play and learning experiences. This enabled children to be physically active and contributed to their health and wellbeing.

What the service could do better

We asked the childminder to develop her partnership working with other care settings and local schools to enhance children's transition experiences. We also asked the childminder to build on her knowledge of partnership working with key agencies to ensure best outcomes for children and families.

From this inspection we graded this service as:

Quality of care and support	5 - Very Good
Quality of environment	4 - Good
Quality of staffing	not assessed
Quality of management and leadership	4 - Good

Quality of care and support

Findings from the inspection

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

The childminder demonstrated a nurturing and respectful ethos through her warm and caring approach towards children. This enabled children to build positive relationships which supported them to feel relaxed, valued, and respected.

The childminder knew children's routines well and spoke confidently about individual strategies used to support their needs. For example, the childminder had begun using sign language in her daily practice to support a child's language and communication development. This strategy had been shared with families, which supported good partnership working and promoted continuity of care for the child. As a result, the child was now beginning to recognise and respond to familiar signs within the setting.

Children's learning and development was captured in personal plans which supported the childminder to plan the next steps in learning and provide a continuity of care. These were reviewed with children and parents in line with best practice guidance which ensured information held was current. One parent told us

"care plans are provided regularly, and I feel they are very good and continuously discussed in more informal ways. Kathleen is always willing and able to take on and adapt anything that we raise in relation to care needs."

Transitions into the setting were supported well. Children and families were encouraged to settle at their own pace, recognising the uniqueness of each child and the importance of attachments. We suggested that approaches to support transitions for children moving on to new settings could be developed. The childminder would benefit from building positive working relationships across other care settings and local schools. This would promote effective communication and planning with the new setting and ensure key information is shared. As a result, children and families would feel confident and secure as they move to a new setting.

Children experienced warm and caring daily routines that recognised the opportunity to promote close attachments. For example, mealtimes were calm and unhurried and seen as a positive social experience. The childminder sat beside children, offering support when required and engaging in conversation. Children were reflecting on their morning, contributing to open discussion about their food and discussed their likes and dislikes. This contributed to children's emotional security throughout their meal time experience and overall health and wellbeing.

The childminder had recently completed responsive planning training with West Lothian Council. Children were now active participants in the planning process and their voices were being heard. We discussed developing how this was recorded to enable children to reflect on and revisit their learning. One parent told us "Kathleen follows the kids interests so well and always comes up with brilliant activities based on what the kids are into that day, week, month etc."

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 0

Grade: 5 - very good

Quality of environment

Findings from the inspection

From the evidence gathered, we evaluated this quality theme as good where several strengths impacted positively on outcomes for children/people and clearly outweighed areas for improvement.

Children experienced care in a home from home environment which was clean, safe, welcoming, and tidy. Children appeared relaxed in their environment and were confident when moving around the areas of the home used for childminding.

Children were able to choose from a variety of resources that were stored in low level, accessible storage solutions the childminder had put in place. For example, a selection of books, puzzles, small world, and

sensory resources were available. Children were able to make free choices during play and follow their own interests.

We discussed the environment, the childminder agreed to consider how she creates the element of surprise and excitement. For example, creating thoughtful displays, activities or prompts within the environment would stimulate children's imagination and creativity. This would ensure the environment supports children's natural curiosity to explore and experiment with new objects whilst challenging their current thinking and learning.

The childminder made good use of the wider community facilities. Daily local trips allowed children to experience the wider world out with the service and provided opportunities to access fresh air. For example, visiting local parks, daily walks, and visits to the local woodland area. This encouraged children to be physically active and contributed to their overall health and wellbeing.

The childminder had been attending outdoor learning sessions at West Lothian College's, forest classroom. This had enabled children to explore nature and develop new skills outdoors. For example, children had enjoyed den building and learning how to build a fire safely. One child told us "making dens" was their favourite thing to do. We discussed the development of the current outdoor space, the childminder agreed to develop this to incorporate elements from these sessions. As a result, children would experience a wider variety of outdoor learning experiences.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 0

Grade: 4 - good

Quality of staffing

This quality theme was not assessed.

Quality of management and leadership

Findings from the inspection

The quality of management and leadership has been evaluated as good. Important strengths were identified, which taken together outweigh areas for improvement.

The childminder kept up to date with best practice through a range of approaches. This included receiving updated information from the Care Inspectorate, attending local authority networking meetings and as a member of the Scottish Childminding Association. She was also aware of the Care Inspectorate Hub and knew she could access up to date guidance, legislation, and resources within it. For example, the

childminder referenced the Care Inspectorate, A quality framework for day care of children, childminding and school aged childcare. She was beginning to use this to develop her practice. This can be found on the Care Inspectorate Hub.

The childminder was committed to continued professional development and had recently completed self-evaluation training with West Lothian Council. This had encouraged her to develop more detailed quality assurance systems. As a result, the childminder had recently introduced a quality assurance calendar to support continuous improvement within the service. We discussed the importance of reviewing this new process on a regular basis. This would allow time to consolidate new learning and embed this in daily practice. It would also give the opportunity to measure the impact this had on the service and outcomes for children.

We saw the childminder had established positive relationships with parents and respected their opinions. She kept parents and carers informed about the care of their children through daily conversations and use of private social media Apps. The childminder had also issued all parents with questionnaires regarding the service. This helped to ensure parents were included in their child's care and offered the opportunity to comment and make suggestions for improvement. One parent told us "we have completed surveys and I feel that I have a relationship which allows me to feedback to Kathleen and feel she continuously takes on board my feedback."

The childminder understood her role and responsibility in relation to keeping children safe. However, the childminder needed to develop stronger links and effective partnerships with other organisations. For example, proactively contacting key professionals that were working with children and families attending her service. Such as speech and language therapists, health visitors and social work. We suggested the childminder revisit the Getting It Right For Every Child (GIRFEC) framework. This would build confidence in her professional role, strengthen her multiagency approach and secure best outcomes for children and families.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 0

Grade: 4 - good

What the service has done to meet any requirements we made at or since the last inspection

Previous requirements

There are no outstanding requirements.

What the service has done to meet any recommendations we made at or since the last inspection

Previous recommendations

There are no outstanding recommendations.

Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at www.careinspectorate.com.

Enforcement

No enforcement action has been taken against this care service since the last inspection.

Inspection and grading history

Date	Type	Gradings
15 Mar 2016	Unannounced	Care and support 5 - Very good Environment 5 - Very good Staffing Not assessed Management and leadership 5 - Very good
16 Aug 2010	Announced	Care and support 5 - Very good Environment Not assessed Staffing 5 - Very good Management and leadership Not assessed
29 Jun 2009	Announced	Care and support 5 - Very good Environment 4 - Good Staffing 5 - Very good Management and leadership Not assessed

Date	Type	Gradings	
24 Oct 2008	Announced (short notice)	Care and support	4 - Good
		Environment	4 - Good
		Staffing	4 - Good
		Management and leadership	4 - Good

To find out more

This inspection report is published by the Care Inspectorate. You can download this report and others from our website.

Care services in Scotland cannot operate unless they are registered with the Care Inspectorate. We inspect, award grades and help services to improve. We also investigate complaints about care services and can take action when things aren't good enough.

Please get in touch with us if you would like more information or have any concerns about a care service.

You can also read more about our work online at www.careinspectorate.com

Contact us

Care Inspectorate
Compass House
11 Riverside Drive
Dundee
DD1 4NY

enquiries@careinspectorate.com

0345 600 9527

Find us on Facebook

Twitter: @careinspect

Other languages and formats

This report is available in other languages and formats on request.

Tha am foillseachadh seo ri fhaighinn ann an cruthannan is cànan eile ma nithear iartras.

অনুরোধসাপেক্ষে এই প্রকাশনাটি অন্য ফরম্যাট এবং অন্যান্য ভাষায় পাওয়া যায়।

یہ اشاعت درخواست کرنے پر دیگر شکلوں اور دیگر زبانوں میں فراہم کی جاسکتی ہے۔

ਬੇਨਤੀ 'ਤੇ ਇਹ ਪ੍ਰਕਾਸ਼ਨ ਹੋਰ ਰੂਪਾਂ ਅਤੇ ਹੋਰਨਾਂ ਭਾਸ਼ਾਵਾਂ ਵਿਚ ਉਪਲਬਧ ਹੈ।

هذه الوثيقة متوفرة بلغات ونماذج أخرى عند الطلب

本出版品有其他格式和其他語言備索。

Na życzenie niniejsza publikacja dostępna jest także w innych formatach oraz językach.