

# Messy Nessie Child Care Child Minding

Inverness

**Type of inspection:**  
Unannounced

**Completed on:**  
19 July 2023

**Service provided by:**

**Service provider number:**  
SP2016987773

**Service no:**  
CS2016344971

## About the service

Messy Nessie Child Care provides a childminding service from her home in a quiet, residential area of Inverness. The childminder is registered to care for a maximum of six children at any one time under the age of 16: of whom no more than six are under 12 years; of whom 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.

The service is located close to a local primary school and nursery, parks, and other amenities. Childminding takes place on the ground and upper floor of the home, with children having access to the main lounge and dining area, kitchen area, toilet and an enclosed rear garden. The children have access to an enclosed garden at the rear of the property and make extensive use of the local parks and walks.

## About the inspection

This was an unannounced inspection which took place on 19 July 2023 between 13:30 and 15:30. We provided feedback on the day of the inspection via telephone. One inspector carried out the inspection.

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:

- Reviewed two online questionnaires we received from families;
- Spoke to the childminder;
- Reviewed documents;
- Observed practice and daily life.

## Key messages

- The childminder was warm, kind and caring in her approach.
- Children were at the heart of the service and were cared for by a childminder who knew them and their families well.
- Children were happy and relaxed in the childminder's care.
- Children's health and wellbeing were supported through opportunities to be active and engage in outdoor play.
- The childminder had reflected on training and how it could improve their childcare practice.
- Self evaluation and quality assurance had been used to develop the service and will continue to be used to make 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?	5 - Very Good
How good is our setting?	5 - Very Good
How good is our leadership?	5 - Very Good
How good is our staff team?	5 - Very Good

Further details on the particular areas inspected are provided at the end of this report.

## How good is our care, play and learning?

5 - Very Good

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

### Quality Indicator 1.1: Nurturing care and support

Children attending the service were happy, settled and relaxed in the care of the childminder. Their needs were met through nurturing and responsive interactions, which promoted strong attachments and helped children feel loved, safe and secure. When children required support with personal care the childminder's interactions were warm, caring and respectful which nurtured the children's security and confidence. Families commented: "Claire is fantastic with the kids and they love coming into her setting". "My daughter loves to go to Messy Nessie and looks forward to it every week. Claire provides caring and nurturing service".

We observed warm, caring, and nurturing interactions by the childminder towards the children within the childminder's care. The childminder had formed trusting relationships with the families. Informative conversations with the parents at drop-off and pick-up times, and the effective use of text messages meant that information was easily shared. This ensured good links between home and the childminding setting which supports continuity of care. Parents confirmed the childminder worked very effectively with them to ensure their child's learning, development and wellbeing needs were being met. This supported children to feel secure and helped parents to feel included in their child's care

Personal plans were individualised for each child and captured specific information of their care needs. This included routine information, family preferences and children's likes and dislikes. Effective use of personal plans meant children's care, learning, development and routines were planned for. Plans were regularly reviewed and updated with families to ensure information remained current and relevant. This supported a continuity of care between home and the service.

There were suitable systems in place to support the wellbeing of children relating to the management of medication and any medical or dietary needs.

Clear policies and procedures were in place to protect children from harm. The childminder understood the role they played in keeping children safe and would continue to develop this through child protection training.

### Quality Indicator 1.3 Play and Learning

A variety of toys were on offer providing children with opportunities to develop thinking, understanding and investigation, for example, construction toys, books and creative art materials. This ensured that play was at the heart of children's experiences. One parent commented that "There are lots of opportunities for imaginative play and my son loves coming to play with his friends".

Children had access to a fun and well equipped enclosed garden at the rear of the property. On the day of the inspection the children were happy engrossed in their play. Children were very well supported to lead their own play and learning. We saw that children were confident in choosing what they wanted to do, independently leading their own play experiences. We saw some nice interactions between the childminder and the children. For example, children were playing in the garden in the water tray pouring and measuring

water in and out of cylinders' . This experience provided opportunities to promote literacy, imagination and creativity.

The childminder made effective use of the local community and surrounding areas to develop and support children's play and learning. Children had regular visits to the local parks and forest area. These experiences were supporting children's social skills and building relationships with others.

Literacy and numeracy were promoted during play activities. The childminder talked about colours during play and was singing songs with a child. Observations showed children taking part in water play, climbing and telling their own stories. This meant children were progressing well and were happy and confident.

## How good is our setting?

## 5 - Very Good

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

### Quality Indicator 2.2 Children experience high quality facilities

The childminder's home was clean, cosy and welcoming and provided a homely environment for the minded child. There was good natural light, with ample space for the child to move around, play and learn in. One parent told us: "The service is clean and tidy and Claire facilitates a wide range of play and learning, including mindfulness/meditation".

The garden provided an enclosed space for children to play and have fun. Children were able to develop their gross motor skills through climbing on the outdoor fort and playing on the ride-on toys. This helped them keep fit and well.

Children attending the service were kept safe through the various systems the childminder had in place. The childminder explained that she completed daily visual checks before the children arrived as well as at the end of the day. We sampled the risk assessments the childminder had in place and found that she was vigilant in her care of the minded children. A risk benefit assessment was also completed by the children. This approach helped to make the environment safe for children. It minimised risk and helped keep children safe from harm.

The playroom and parts of the kitchen/dining area were used well to support children's play and learning. Children moved confidently around areas and were relaxed in the environment. Access to a wide variety of toys and materials such as sensory, role play, books and craft materials were available and sparked children's curiosity and interests. One parent told us "Both my children have benefitted from being in Claire's setting. They both responded well to the calm, mindfulness setting and having lots of options".

Accidents and incidents had been managed well. These had been shared as necessary with parents. This contributed to effective communication with families and positive partnership working.

Nappy changing guidance was adhered to, and infection control measures were followed to minimise any risk of spread of infection. The child's privacy and dignity was respected and appropriate PPE was used. Both the child and the childminder washed their hands after the procedure. When children required a rest or sleep, arrangements were in place to enable them to have a quiet area away from distractions. This ensured the health and wellbeing of the children in her care.

The childminder followed appropriate infection prevention and control procedures. Children were familiar with hand washing routines and good hand washing was observed by the childminder and children. Parents strongly agreed that their children attended a setting that was clean and well maintained and that their children were safe.

## How good is our leadership?

**5 - Very Good**

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

### Quality Indicator 3.1 Quality assurance and improvement are led well

A clear vision, values and aims were in place which reflected the service provided. The childminder commented that these were shared with families as they joined the service.

The childminder knew children and their families well and had positive relationships with them which supported meeting children's needs. The childminder valued the opinions of those using the service and spoke to them verbally and through messages on a regular basis. One parent told us ""Claire sends through regular updates to policies as things change which is reassuring". This helped families feel respected and valued.

The childminder encouraged parents and carers to give her any suggestions as to how she could continue to improve her service. She previously made use of a questionnaire to get feedback from the families she worked with. She stated that the completed questionnaires she had received back had been positive and no areas for development had been identified by the parents. Comments from parents and carers highlighted how happy they were with the service and how the childminder had great communication and always available to chat if they had any concerns. This helped families feel respected and valued.

Effective use of self-evaluation enabled the childminder to identify progress, and recognise strengths and areas for improvement. The childminder had identified some improvements and we discussed asking children and families' views to inform the improvements. The childminder was committed to continually improving practice through professional development. This included accredited training and professional reading. As a result, the childminder demonstrated an ethos of continuous improvement that valued reflective practice.

## How good is our staff team?

**5 - Very Good**

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

### Quality Indicator 4.1 Staff skills, knowledge and values

The childminder was kind and compassionate. She was nurturing in her care and had formed strong attachments with the children and their families. We saw warm and nurturing interactions, encouragement, praise and help when it was needed. This resulted in children feeling valued and secure in the setting.

Through our observations and discussions, it was clear the childminder recognised the importance of building strong attachments with children. Their warm communication supported children to feel included

and respected. The childminder consulted with children about how they wished to spend their time at the setting. This meant children knew their views were listened to and valued by the childminder.

The childminder demonstrated a strong commitment to their professional development and to providing a high-quality service. The children were at the heart of the service and were being supported to reach their potential. The childminder shared ideas and best practice with other childminders in the area and read various publications and best practice guidance to support her in developing her service.

The childminder sought feedback from the parents and reflected on her own practice in order to continue to develop the ongoing improvement she wanted to make to her practice. This helped her to identify how she could develop her service to support the needs and wishes of the children she was caring for. The childminder had continued to develop her own skills and knowledge through engaging in continuous professional learning. She had taken part in a range of training which included first aid and child protection. She had read documents and viewed various different websites to keep herself up to date with current best practice. She offered child-centred care. The activities and experiences she provided linked to the children's interests, stages of development and personal preferences. This helped her to provide very good care and support to the 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](http://www.careinspectorate.com).

## Detailed evaluations

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

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

How good is our leadership?	5 - Very Good
3.1 Quality assurance and improvement are led well	5 - Very Good

How good is our staff team?	5 - Very Good
4.1 Staff skills, knowledge and values	5 - Very Good



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