

# Lauren Pierce's Childminding Child Minding

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**Type of inspection:**  
Unannounced

**Completed on:**  
17 June 2022

**Service provided by:**  
Lauren Pierce

**Service provider number:**  
SP2020991237

**Service no:**  
CS2020380076

## About the service

Lauren Pierce provides a childminding service from their family home in Cowdenbeath, Fife. 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 of whom no more than 3 may be of an age not yet attending primary school and of whom no more than 1 may be less than 12 months. Numbers are inclusive of the childminder's own family.

The service is close to the local primary school and nursery, shops, parks, and other amenities. Childminding mainly takes place on the ground and lower floors of the home, with children having access to the main open plan lounge and kitchen area. The toilet facilities are on the ground floor of the home. Children also have access to an enclosed rear garden.

## About the inspection

This was an unannounced inspection which took place on Friday 17 June 2022 between 09:15 and 11:45. Feedback was provided at the end of the inspection visit. 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 throughout the inspection year. To inform our evaluation we:

- spoke with two children in the service
- reviewed emails from two families directly to us
- spoke with the childminder
- observed practice and interactions with children
- reviewed documents.

## Key messages

- The childminder was nurturing and caring which enabled positive relationships between children and their families.
- Children were supported to develop important independence skills.
- The childminder's understanding of child development supported them to plan experiences suitable for children which matched their needs and interests.
- Children benefitted from the childminder's commitment to outdoor play and learning experiences.

## 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.

### 1.1 Nurturing care and support

The childminder had a nurturing and caring approach with children. It was clear they knew children well and positive relationships had been formed. One parent told us, "Lauren is very compassionate, friendly and caring with my child". The childminder listened to children and ensured they felt included and respected. They knew children's personalities and routines and spoke confidently about how they were supporting them individually. This enabled children to feel valued and secure in their care.

Children were offered healthy snacks and were fully involved in the preparation, which provided important opportunities to develop independence skills. Children enjoyed eating in a relaxed and unhurried atmosphere and the childminder sensitively supported snack to role model important language and social skills.

All children had personal plans in place. These included important registration information and contact details, and supported children's overall wellbeing. The childminder valued partnership working and had developed trusting and respectful relationships with parents. This ensured important information was regularly shared verbally, and enabled the childminder to provide individualised care and support, based on the needs and choices of children and their families. To further support children's progress and development, we asked the childminder to record some of the information shared on a verbal basis. This could enhance the planning approaches used to support children's next steps in their learning and development.

### 1.3 Play and learning

Children's play and learning was shared with parents on the childminder's Facebook page. Individual achievements and experiences were documented in children's diaries. This allowed next steps to be planned and achievements to be celebrated, and supported parents to feel included in their children's day.

Play and learning opportunities were planned for children, both in the childminder's home and in their local community. These experiences enriched children's play and learning. For example, children had been supported to plant wildflowers in the local woodland area where they spent a lot of time and were making regular visits to their local library. This supported children to develop a sense of belonging and feel included in their community.

Children could lead their own play by being able to choose where they spent their time in the home and what they played with. The childminder carefully observed children's play to enable them to provide responsive approaches to further extend children's imagination and learning. Their creative approaches supported children to develop skills in language, literacy and numeracy through their play. One parent said, "Lauren has helped with various different stages of my child's learning and has really helped them to progress".

**How good is our setting?****5 - Very Good**

We evaluated this key question as very good where significant strengths supported positive outcomes for children.

**2.2 Children experience high quality facilities**

The childminder's home was clean and furnished to a high standard. This enabled children to feel welcome and comfortable in the service.

Children could choose where they spent their time and what they wanted to play with. There was a range of good quality resources, including loose parts which supported children to develop their imagination and creativity. There was a table used for games, crafts, and mealtimes, as well as space for floor play and a large sofa area for relaxing.

Careful consideration had been given to the enclosed garden which provided a safe and interesting space for children to play and have fun. There was a variety of toys and resources to play with which took account of children's stages of development and learning. Children told me they liked playing with water outside and suitable resources supported children's learning opportunities to be extended.

The childminder had created risk assessments to identify and minimise any risks to children both indoors, in the garden, and in the wider community. The childminder spoke with children about keeping themselves safe, for example, supporting children to understand road safety. This ensured children were supported to enjoy challenging, fun play experiences whilst being kept safe.

Children and family's personal information was securely stored. This showed the childminder understood their responsibilities regarding storing and processing children's personal information.

We were satisfied that the service had appropriate infection control procedures in place to support a safe environment for children and families. For example, we observed the childminder supporting children to wash their hands, encouraging, and reinforcing the need for good hand hygiene.

**How good is our leadership?****5 - Very Good**

We found significant strengths in the leadership within the service and how these supported positive outcomes for children, therefore we evaluated this key question as very good.

**3.1 Quality assurance and improvement are led well**

The childminder had developed positive relationships with everyone involved in their service to ensure children and families felt included. Informal discussions enabled them to ensure they were meeting the needs of those using the service. The childminder sought the views of children and families, and any requests were given careful consideration and introduced into routines. We discussed introducing more formal ways that could enable parents and children to share their ideas and requests, such as questionnaires. This would ensure the service was meeting the needs and choices of children and their families.

Successes and achievements were communicated with families, which strengthened the partnership approach towards meeting children's needs. Parents we spoke to felt included in their children's day, as one parent said, "Lauren regularly sends pictures of my child, and we discuss how each day has gone when I collect them".

The childminder was dedicated to developing their practice and service. Their self-evaluation process allowed them to evaluate and reflect on the service. This allowed action points to be identified and meant children benefitted from a service that was committed to continuous improvement. The childminder should continue developing their knowledge of best practice guidance, to build their knowledge and support continued future reflection.

## How good is our staff team?

**5 - Very Good**

We evaluated this key question as very good where significant strengths in the childminder's skills, knowledge, and values, supported positive outcomes for children.

### 4.1 Staff skills, knowledge, and values

The childminder's kind and compassionate approach enabled children to feel safe and secure. They understood the importance of building individual relationships to provide personalised care and support.

Skilled open-ended questioning by the childminder, promoted children's curiosity and creativity. Their sensitive and supportive approach provided responsive care and recognised the importance of children experiencing fun and laughter whilst in their care.

Children benefitted from the childminder's commitment to ensuring their knowledge was up to date. They were a member of the Scottish Childminding Association and were aware of the Care Inspectorate's Hub to access learning documents. This ensured they were well informed of updated guidance to support their practice.

The childminder had good knowledge and a clear understanding of how children learn and develop. They actively sought professional development opportunities to support and extend their knowledge, which enhanced outcomes for children. They kept notes on previous learning, in areas such as children's rights and supporting children's wellbeing. This enabled them to revisit their own reading and learning and reflect on how this could support them to develop their practice to further enhance children's outcomes.

## 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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