

# Lynsay's Childminding Child Minding

Glenrothes

**Type of inspection:**  
Unannounced

**Completed on:**  
25 October 2022

**Service provided by:**  
Lynsay Watson

**Service provider number:**  
SP2019990999

**Service no:**  
CS2019378433

## About the service

Lynsay Watson provides a childminding service from her home in Glenrothes. The home is well located for schools, nurseries, parks and other community facilities. Childminding takes place on the ground floor of the home where children have access to the lounge and conservatory. The garden is not used for the purposes of childminding.

The service is registered to provide a care service to a maximum of five children at any one time under the age of 16, 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.

Minded children cannot be cared for by persons not named on the registration certificate.

Overnight care will not be provided.

Minded children will not have access to the rear garden.

## About the inspection

This was an unannounced inspection which took place on Tuesday 25 October 2022 between 09:45 and 12:00. 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:

- spoke with one child using the service
- spoke with the childminder
- observed practice and how children's routines were supported
- reviewed documents.

## Key messages

- The childminder interacted with children in a caring, kind and supportive way.
- The childminder was responsive to children's individual needs.
- Personal plans for children need to be further developed so they contain more detailed information about how children are supported.
- Children had access to a range of activities that supported their learning and development.
- Self evaluation of the service needs to be further developed.
- The childminder should identify training or learning that will support continued professional development.

## 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?	3 - Adequate

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

### Quality Indicator 1.1: Nurturing care and support

We evaluated this key question as good, where several strengths impacted on positive outcomes for children.

All interactions with children were caring, nurturing and kind. As the childminder knew children well, they responded to their changing needs which ensured their well-being was nurtured. Children benefited from their time there as the childminders flexible approach meant they felt secure and safe in her care.

Effective communication with families meant that the childminder worked in partnership with parents which enabled information to be shared. As a result, the childminder talked confidently about children's needs, personalities and how they were supported. Some of this information was included in personal plans which showed how children's well-being and development had progressed. We talked about how personal plans could be further developed. For example, including strategies that were used to help children. When reviewed, their effectiveness can be assessed so children's continued progress is monitored. Plans should be formally reviewed with parents at least six monthly.

Daily information about their children helped parents feel included and involved in what they were doing. Parents told us their views were valued and used to support children. One parent said 'Lynsay has been extremely accommodating in anything I have requested.'

While we were not able to observe a snack time, the childminder had identified this as an area to develop. They were aware of 'setting the table' guidance that would help to make positive changes.

### Quality Indicator 1.3: Play and learning

There was a range of planned and spontaneous activities for children. The variety offered children a choice of different play experiences which were suitable for the age range of children, met their needs, stage of development and interests. Plans could be evaluated to record the benefits for children and identify how activities could be extended to support their continued learning.

Because the childminder understood the needs of children, she responded to and supported their choices. This child centred approach meant children led their play and developed activities as they wanted. Children's play and learning was supported by the childminder's positive interactions. For example, talking to children about what they were doing supported their language development. Children's efforts and achievements were acknowledged and praised.

Observation was used to capture children's experiences. These could be further developed to capture significant learning and identify 'next steps' for children which will help track their progress, development and achievements.

The local community was well used to extend children's experiences. For example, going to local parks and places of interest promoted opportunities for children to explore the natural environment, develop their physical skills and confidence on large equipment as well as learn social skills.

**How good is our setting?****4 - Good****Quality indicator 2.2 - Children experience high quality facilities.**

We evaluated this key question as good, where several strengths impacted on positive outcomes for children.

Children were cared for in a comfortable, relaxed home environment. They mainly played in the lounge. The childminder explained the conservatory was used in the warmer weather. Space was used well for children's play, with toys and games stored at their level. The availability of activities were suitable for the children being cared for.

The environment was well maintained and risk assessed every day which meant it was safe for children. We advised the childminder to use the risk assessment form as a template and only record when anything changed or needed to be updated. We saw that appropriate safety measures were in place when transporting children. We talked to the childminder about how safety was managed on outings and in the community. We asked that this information was used to develop written risk assessments for the outdoor environment.

Importance was placed on being outdoors. As the garden was not used, the childminder extended children's interests by using community resources. Going to local parks and woods meant children benefited from exploring the natural environment. They learned about risk and played on large equipment which developed their physical skills and confidence.

We were satisfied that measures were in place for infection prevention and control.

**How good is our leadership?****3 - Adequate****Quality Indicator 3.1: Quality assurance and improvement are led well.**

We evaluated this key question as adequate, where there are some strengths that need to be built on.

The childminder used formal and informal ways to evaluate the service. Questionnaires and effective communication with parents had helped to identify positive elements within the service. Families felt involved as their views informed the care provided.

Policies and procedures had been reviewed and updated. As a result information reflected the service provided. We asked the childminder to date when changes were made.

Through discussion the childminder explained plans they had to improve the provision for children. For example, changing where children eat their lunch so it is in a different environment. The childminder needs to capture this in a more formal way so the impact and outcome for children is evaluated. To monitor progress, we asked that an improvement plan be developed.

We also talked about best practice guidance that would support this process. For example, Realising the ambition and accessing information on the Care Inspectorate Hub. In addition to best practice guidance, the childminder should obtain a copy of A quality Framework for Daycare of children, childminding and school aged childcare. This will help her to reflect what is going well and identify areas to further develop. See area for improvement 1.

## Areas for improvement

1. The childminder should continue to develop quality assurance by implementing more formal systems that enable quality of the service to be evaluated. Gathering parents and children's views should be part of this process. This will help identify any areas for improvement that will improve outcomes for families.

This is to ensure confidence in the people who support and care for me and is consistent with the Health and Social Care Standards which state that 'I benefit from a culture of continuous improvement, with the organisation having a robust and transparent quality assurance processes. (HSCS 4.19).

## How good is our staff team?

**3 - Adequate**

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

We evaluated this key question as adequate, where there are some strengths that need to be built on.

Since registration, the childminder had introduced some systems that helped her meet the needs of families. Regular contact with parents and effective communication meant they felt involved as their views informed the care provided.

The childminder was skilled at building positive relationships with families which had created a warm and welcoming ethos within the service. Parents valued their approachable manner as they were able to share information and give feedback through daily chats and electronic platforms. This enabled responsive care for children as the childminder could take account of children's changing needs.

Children benefited from a kind, caring and consistent approach towards them which helped them feel secure. The childminder had a good understanding of children's personalities, which helped her support them to develop their social skills. As a result, children were supported in their play, learned about sharing and boundaries which promoted positive experiences.

The childminder had completed First Aid and Autism training. They recognised professional learning was an area for development. This should include child protection training. We talked about how best practice guidance could also support professional development as they reflect current practice and would support the development of the service.

See area for improvement 1.

## Requirements

1. The childminder should continue to identify training and current best practice guidance that will help her professional development. She should evaluate her learning and show how it has been used to promote the development of her service.

This is to ensure confidence in the people who support and care for me and is consistent with the Health and Social Care Standards which state "that I have confidence in people because they are trained, competent and skilled, are able to reflect on their practice and follow their professional and organisational codes." (HSCS 3.14).

## 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?	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?	3 - Adequate
4.1 Staff skills, knowledge and values	3 - Adequate



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