

# Lambert, Elaine Child Minding

Dunfermline

**Type of inspection:**  
Unannounced

**Completed on:**  
19 September 2025

**Service provided by:**  
Elaine Lambert

**Service provider number:**  
SP2003904472

**Service no:**  
CS2003007506

## About the service

Elaine Lambert provides a childminding service from their home in the Rosyth area of Fife. The service is registered to care for a maximum of six children under the age of 16 years, of whom a maximum of six will be under 12, of whom no more than three are not yet attending primary school and of whom no more than one is under 12 months. Children have access to the open plan living room, kitchen, a toilet and a safe enclosed garden.

## About the inspection

This was an unannounced inspection which took place on 18 September 2025 between 14:00 and 16:00. Feedback was shared the next day via telephone call. The inspection was carried out by an 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 since the last inspection.

In making our evaluations of the service we:

- spoke with three school age children using the service
- spoke with one parent and reviewed feedback from families using MS Forms
- spoke to the childminder
- observed practice and daily life
- reviewed documents.

## Key messages

- Children felt safe and secure through warm, responsive care.
- Play was child-led and well-resourced, supporting creativity and choice.
- The environment was safe, clean, and well-managed, with effective hygiene routines and risk assessments in place to protect children at home and in the community.
- Compassionate and knowledgeable care supported children's wellbeing and development.
- The childminder was encouraged to access training and online webinars to stay current with best practice and support ongoing 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?	5 - Very 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?

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 experienced warm, nurturing and caring interactions with the childminder, which supported their emotional wellbeing and sense of security. During the visit, children appeared comfortable and confident in the childminder's presence, responding positively to their calm and reassuring manner.

Children spoke very highly of the childminder, with one child telling us, "She is the best childminder," and another commenting, "She is perfect because she is kind and so caring towards all children." These comments reflected the strong, trusting relationships she had built and the positive impact of their approach on the children in their care. Families also told us that they 'would highly recommend Elaine as she is so good with all the kids'.

The childminder demonstrated a strong understanding of each child's individual routines and needs. They maintained positive relationships with families, and communication at drop-off was purposeful and supportive. Parents shared relevant information about their child's wellbeing and planned activities, which the childminder used effectively to tailor care throughout the day.

Personal plans were in place and had been reviewed recently, with updates completed in partnership with families to ensure all information remained accurate and relevant. The childminder was open to the suggestion of involving older children in reviewing their own plans, which would further support children's voices and give them greater ownership of their information.

Children were well supported during the visit, with the childminder demonstrating a deep knowledge of their personalities, preferences and emotional cues. Their care was consistently responsive and attuned to their needs, creating a calm and respectful environment.

Children had access to snacks and drinks throughout the day. The childminder, children and inspector discussed hydration, with water being encouraged as the best option. Most families provided food, and the childminder supplemented this with additional snacks, accommodating dietary needs and preferences.

Interactions were respectful and nurturing. Children were listened to, and their emotions were acknowledged and valued. They confidently sought comfort when needed, and the childminder responded with warmth and reassurance.

Hygiene routines, including handwashing, were well embedded in daily practice, supporting children's health and independence.

### Quality Indicator 1.3: Play and learning

Children had access to a wide variety of resources that supported their play and learning. The childminder provided a rich selection of materials including books, games, construction toys, imaginative play items, role play resources and outdoor toys. These resources were well organised and accessible, allowing children to make independent choices about their play.

Children were observed making decisions about what they wanted to play with, demonstrating confidence and autonomy. The environment supported child-led play, and the childminder responded positively to their choices and interests.

The childminder made good use of the local greenspace, where children engaged in active play such as football. They understood the importance of regular fresh air and physical activity in promoting children's health and wellbeing and incorporated outdoor play into the daily routine.

Children's interests were regularly discussed with them, and the childminder used this information to plan meaningful activities and experiences. These interests were recorded in her daily diary, which helped inform future planning and ensured that play was relevant and engaging.

There were frequent opportunities for children to be creative through arts and crafts, role play and other imaginative experiences. These activities supported children's self-expression, creativity, and social development.

### 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

Children had access to a homely, clean and well-organised environment that supported their safety and wellbeing. The spaces were thoughtfully arranged to allow children to engage in a variety of experiences, while maintaining a calm and safe atmosphere.

Children benefited from natural light, fresh air and opportunities for energetic play, both indoors and outdoors. The childminder recognised the importance of physical activity and outdoor experiences in promoting children's health and wellbeing.

Infection prevention and control (IPC) measures were well established, with regular handwashing embedded into daily routines. These practices supported children's understanding of hygiene and helped minimise the spread of illness.

Clear policies and procedures were in place and had been shared with families, promoting transparency and trust. The childminder demonstrated a good understanding of her responsibilities and used these documents to guide their practice.

Indoor spaces were well considered, offering a range of experiences that supported children's development.

The childminder encouraged children to tidy up resources when they were no longer engaged, helping to maintain a safe and organised environment and supporting children to respect boundaries.

Risk assessments were in place and regularly reviewed. The childminder also used dynamic risk assessment effectively and was able to confidently describe how they kept children safe both within the home and in the wider community. During the visit, we discussed walking to and from school, and it was evident that positive routines were in place. Children understood these routines and were able to talk about safety confidently.

The childminder understood their role and responsibilities in safeguarding children. We discussed the importance of keeping up to date with current child protection priorities, and they were open to accessing a refresher course or using online resources to support her ongoing learning.

## 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 are led well

The childminder had created a positive and welcoming ethos. This approach supported strong, trusting relationships with children and their families. Routines were well established, and she responded promptly to children's needs, offering comfort and encouragement. Children were consistently supported to make choices and develop independence.

Each family received regular updates via messenger, which helped maintain open communication and strengthened partnerships. Parents regularly shared feedback with the childminder through messenger and daily conversations at drop-off and pick-up, allowing for ongoing dialogue and responsiveness to family needs.

Policies were in place and had been shared with families. It was suggested that these be reviewed annually to ensure they remained relevant, reflected best practice and aligned with current guidance.

Paperwork systems were established and supported the smooth running of the service. Feedback was also sought verbally from children, which helped the childminder plan a range of activities that reflected their interests and preferences.

Although no formal improvement plan was in place, the childminder had identified areas for development and was able to discuss what she wanted to improve. This demonstrated a reflective approach and a commitment to enhancing the quality of the service.

The childminder was encouraged to continue reflecting and evaluating her practice to support ongoing improvements. Personal plans were in place for all children, and systems were in place to ensure that this was reviewed every six months or sooner if required, ensuring that information remained up to date and relevant.

We evaluated this key question as good where several strengths impacted positively on outcomes for children and clearly outweighed areas for 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 demonstrated a warm and caring approach, which helped children feel secure and comfortable in her care. She created a positive and supportive environment, and children responded well to her nurturing manner. Relationships were respectful and kind, contributing to a sense of belonging for the children.

Children were supported as individuals, with the childminder maintaining relevant information to help meet their needs. Interactions were caring and supportive, and children were encouraged to develop confidence and independence at their own pace. The childminder's approach enabled children to make choices and express themselves.

Through discussion, the childminder showed a sound understanding of how to support children and families. They had developed positive relationships with families, who felt included in the setting. This helped to promote continuity of care and supported children's wellbeing.

The childminder knew children well and was able to recognise when they needed additional support. They responded appropriately, offering comfort and reassurance when required. This helped children to feel listened to and supported.

We discussed the benefits of using the Care Inspectorate Hub to stay up to date with best practice. Accessing the Hub's training materials, guidance and webinars would help the childminder further develop their knowledge and skills. Ongoing professional development would further support the childminder to reflect on and strengthen their approach (see Area for Improvement 1).

**Areas for improvement**

1. To improve the childminder's knowledge and skills, and to further support good outcomes for children, the childminder should access relevant training and learning opportunities on a more regular and consistent basis. This should include but is not limited to:

- accessing training opportunities online
- accessing Care Inspectorate Hub to develop knowledge and understanding of current national frameworks and best practice guidance to support their childminding setting.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which states that: 'I have confidence in people because they are trained, competent and skilled, are able to reflect on their practice and follow their professional 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?	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?	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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