

Room to Grow Child Minding

Mauchline

Type of inspection:
Unannounced

Completed on:
1 September 2025

Service provided by:
Jamie Allen

Service provider number:
SP2022000197

Service no:
CS2022000292

About the service

Room to Grow is registered to provide a childminding service for up to six children at any one time up to 16 years of age:

- 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 include the children of the childminder's family/household.

The service is provided from a terraced home in a residential area of Mauchline. The service is close to public transport links, local amenities and parks. Children are cared for in the living room. Children also have access to an enclosed back garden and upstairs bathroom.

About the inspection

This was an unannounced inspection which took place on 7 April 2025 between 09:00 and 12:00 1 September 2025. The inspection was carried out by one inspector from the Care Inspectorate. One child attended the service during 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:

- spoke with one child using the service
- spoke with three families, who were using the service.
- observed practice and daily life
- reviewed and sampled documents.

Key messages

- On the day of inspection the minded child was happy, safe and secure in the childminder's care.
- The childminder was caring and responsive to this child's needs and encouraged her to follow her interests.
- The childminder should continue updating her policies and procedures, based on current best practice.
- The childminder had a very good understanding of the importance of children having opportunities to play outdoors and ensured they had regular access to outdoor spaces within the community.
- The childminder demonstrated a positive commitment to improving their service and they regularly sought the views of the children and families.

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?	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?

4 - Good

We evaluated this key question as good, where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

1.1 Nurturing care and support.

The child was happy, safe and secure in the care of the childminder who knew her well. The childminder had formed a positive relationship with the child and spent quality time sitting with her, having fun, recalling memories, and looking at photographs. The child was relaxed in the home environment and enjoyed talking with the childminder, this contributed to the child's social skills. One parent told us "My daughter always feels welcomed and nothing is ever a problem when asking my childminder any questions about my child's day."

The child was settled in the service. An individual settling-in process ensured the child's needs were supported. This included gradually increasing the time spent at the service and enabling the child to build a positive relationship with the childminder. The childminder was sensitive to the child's care needs and ensured they were settled into the service at a pace that was right for them. This meant that the children's emotional needs were met. One parent told us, "The home environment delivers a warm, nurturing welcome."

The childminder encouraged the child to be independent, for example during the inspection the childminder asked what the child would like for lunch and met the child's needs in response to wanting to go outdoors to play. This meant that the child's self-care needs and choice were promoted.

Mealtimes were a relaxed, unhurried social experience. They were healthy, and the child had access to fresh water. The childminder sat with the child, chatted about the choices for lunch and snack. This meant that the child enjoyed a positive mealtime experience.

A personal plan was in place. The plan reflected the child's stage of development and interests. Wellbeing indicators were used to support the child's interests along with supporting the child to access the resources that were available to her. This ensured the child's health, safety, and wellbeing needs were met.

At the time of the inspection, there were no children requiring medication. However, by reviewing the medication forms and storage arrangements, it was established that the childminder's procedures were in line with current best practice. This demonstrated a proactive and well-organised approach to managing medication safely, ensuring that the child's health and wellbeing would be effectively supported if needed.

We evaluated this key question as good, where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

1.3 Play and learning

The child had fun as she experienced nurturing, learning, opportunities. The child was empowered and involved through the childminder's skilled interactions. During the inspection, the childminder played alongside the child and chatted with her throughout their play, modelling positive use of language and vocabulary. She encouraged the child to create Pokémon characters and supported her in giving each one a personality by assigning tasks and traits. The child was highly engaged in this imaginative activity and experienced a strong sense of achievement through her creative efforts.

Discussions with the childminder highlighted that she had a strong understanding of child development. By reviewing previous plans for children who were not present during the inspection, it was evident that the childminder consistently used her knowledge to recognise individual achievements and identify areas where support was needed.

For the children not attending during the inspection, some observations of play had been recorded in their personal plan, along with possible next steps in learning. This thoughtful approach enabled the childminder to plan engaging and meaningful learning experiences, offering appropriate challenges that supported the child's continued progress and development. One parent told us "The childminder is an amazing childminder. She keeps my daughter busy with lots of different activities."

The local community was well used to extend the child's experiences. They had opportunities to explore nature, visit parks, and meet other children at local groups. These outings supported the development of children's social skills and helped them build strong connections with both the immediate and wider community.

Children's imagination and creativity were actively promoted through a variety of engaging activities. The child present at the inspection was encouraged to lead her own play, make choices, and express her ideas freely. Both spontaneous and planned experiences supported her creative thinking, such as designing Pokémon characters with unique personalities, which allowed her to explore storytelling, problem-solving, and artistic expression in a fun and meaningful way.

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.

2.2 children experience high quality facilities.

The childminder's home was warm and welcoming. Children could spend time relaxing on the comfortable sofa, reading familiar books and retelling the stories. This meant that children could rest and their emotional wellbeing was supported.

There was plenty of natural light and ventilation. Areas used for childminding provided ample space for children to play and opportunities to relax. The child was able to easily access resources that supported her interests from a well-organised range of storage options. This promoted independence and allowed her to engage meaningfully in play that reflected her choices and preferences. Children benefited from a well-considered, safe indoor environment.

The play space at the back of the garden benefitted from the addition of chutes and offered a wealth of opportunities for planting and growing. The childminder explained that she aimed to provide an outdoor environment that encouraged the children to explore nature and take appropriate risks in their play. This approach supported children in developing confidence, curiosity, and a deeper understanding of the natural world. Through these outdoor experiences, children were able to explore freely, engage in hands-on learning, and make sense of her surroundings in a safe and stimulating environment.

Good infection control practices were observed during the inspection. The child was encouraged to wash her hands regularly throughout the day, helping to prevent the spread of any potential infection. These routines supported the child's understanding of personal hygiene and contributed to a safe and healthy environment.

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.

3.1 Quality assurance and improvement are well led.

There was a clear vision for the childminder's service, which placed the child and her family at the centre of the childminder's work. This vision included providing a safe, stimulating, and loving home-from-home environment, with a strong commitment to delivering high-quality care tailored to each individual child. The childminder confirmed that key information about the service, including aims, objectives, policies, and procedures had been shared with families. This helped families understand the childminder's approach and ensured they were well informed about the care provided.

The childminder demonstrated a positive commitment to continuous improvement and regularly sought the views of children and families. Daily communication with parents helped foster strong relationships and enabled the childminder to respond to comments or requests. This collaborative approach supported the child's needs and strengthened the partnership with families. All parents told us that they strongly agreed that both them and their child were involved in the service in a meaningful way.

The childminder had begun completing a robust self-evaluation document linked to the Quality Framework key questions, reflecting her dedication to maintaining and enhancing the quality of her service. We agreed with the childminder that as she continued to review the policies and procedures used in her service, based on best practice guidance, she would be able to identify new areas for improvement. This reflective approach supported the ongoing development of the service and helped ensure that the child's care remained responsive, high quality, and aligned with current standards.

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.

4.1 Staff's skills, knowledge and experience

The childminder knew the child present well and had developed a positive and respectful relationship with her. She was responsive to the child's care needs, supported her learning, and interacted with her in a playful and nurturing manner. As a result, the child was happy, safe, and secure.

The child was encouraged to lead her own learning, and the childminder recognised the value of child-led play. She supported the child in following her interests and ideas, offering choices and suggestions to keep her engaged. This meant the child's play was well supported and enriched.

The childminder interacted positively with the child and joined in her play with enthusiasm and warmth. The child's confidence and self-esteem were promoted through appropriate praise and encouragement, which contributed positively to her overall wellbeing.

The childminder was committed to ensuring the child had access to local community parks and services. She provided varied opportunities for the child to learn about nature and participate in wider community events. The child expressed enjoyment in outdoor play, which reflected the positive impact of these experiences.

To support the child's health, safety and wellbeing the childminder had completed several online training courses, including first aid and safeguarding children and young people. This helped ensure the child was cared for in a safe and informed environment.

To further enhance her skills and knowledge, we suggested the childminder revisit some of the training courses she had undertaken and apply the learning in practice. We also signposted her to the Care Inspectorate Hub to access bitesize videos and best practice documents. This would support her continued professional development and improve outcomes for the child.

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

Requirements

Requirement 1

By 31 July 2024, the provider must ensure that all adults living at the property who are required to, have completed suitability checks to determine their fitness to be in proximity to children.

This is to comply with Regulation 12(1) of The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 (SSI 2011/210).

This requirement was made on 10 June 2024.

Action taken on previous requirement

Yes

Met - within timescales

What the service has done to meet any areas for improvement we made at or since the last inspection

Areas for improvement

Previous area for improvement 1

To ensure children's safety and wellbeing during arrival and departure from the service, the provider should establish a comprehensive drop off and collection policy. This should include robust risk assessments and written parental permissions.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which states that: 'My care and support meets my needs and is right for me' (HSCS 1.19) and 'I am helped to feel safe and secure in my local community' (HSCS 3.25).

This area for improvement was made on 10 June 2024.

Action taken since then

The drop off and collection policy has been updated with an annual renew date identified.

Complaints

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