

Pearson, Valerie Child Minding

Inverkeithing

Type of inspection:
Unannounced

Completed on:
1 October 2025

Service provided by:
Valerie Pearson

Service provider number:
SP2003904600

Service no:
CS2003007658

About the service

Valerie Pearson provides a childminding service from her home in Inverkeithing, Fife. Facilities for children are on the ground floor. They have access to a lounge, fully enclosed garden and toilet. The home is well located for schools, parks and other community facilities.

The childminder works in partnership with Fife Council to deliver funded placements.

The conditions of registration for the service are;

To provide a care service to a maximum of 6 children at any one time under the age of 12, of whom no more than 3 are not yet attending primary school and of whom no more than 1 is under 12 months. Numbers are inclusive of children of the childminder's family and household.

From 7 January 2019 to 24 June 2019 inc, at the times stated below only*, the care service may be provided to a maximum of 6 children at any one time under the age of 12, of whom no more than 4 are not yet attending primary school and of whom no more than 1 is under 12 months. Numbers are inclusive of children of the childminder's family and household.

*School term times: Monday - 11:45 to 12:45

*School holiday times: Monday - 08:30 to 17:00

Any other conditions unique to the service:

2. Overnight care will not be provided.
3. Minded children cannot be cared for by persons not named on the registration certificate.

About the inspection

This was an unannounced inspection which took place on Tuesday 30 September 2025 between 16:30 and 17:15. We concluded the inspection on Wednesday 01 October 2025 between 10:00 and 11:15. 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, information submitted by the service and intelligence gathered since the last inspection.

In making our evaluations of the service we:

- spoke with several children and two parents
- spoke with the childminder
- observed practice and how children were supported in their routines and play
- reviewed documents.

Key messages

- The childminder interacted with children in positive and supportive ways which met their individual needs, rights and choices.
- Children had developed nice friendships and had fun as they led their own play.
- The childminder knew children very well, understood their development which meant they were very well supported with their learning and development.
- Quality assurance had been well used to evaluate the service, make changes and identify future plans.
- The childminder was committed to professional development which meant they kept up to date with current practice.

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

Leadership	5 - Very Good
Children play and learn	5 - Very Good
Children are supported to achieve	5 - Very Good

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

Leadership 5 - Very Good

We found major strengths in this aspect of the settings work and identified very few areas for improvement; therefore, we evaluated this quality indicator as very good.

Quality Indicator: Leadership and management of staff and resources

The childminder had created a warm, welcoming and inclusive environment. This positive ethos enabled effective communication with families which meant they felt included and respected. As a result they felt actively involved and able to influence change. Parents shared that they "Couldn't wish for more." And that the childminder was "Approachable and very accommodating."

The childminder used national and local guidance to keep up to date with current practice. This enabled safe, nurturing and responsive care where children felt valued as their rights, needs and choices were respected. The committed childminder planned developments that offered children high quality experiences which enabled them to achieve. Moving forward, the childminder should start to use 'A quality improvement framework for the early learning and childcare sectors: childminding' to support practice. Referring to the quality indicators will help highlight any areas that could be further developed.

Self-evaluation and quality assurance had been used to deliver high quality childcare. Formal and informal ways were used to gather parents and children's views. An improvement plan detailed how more opportunities to extend children's experiences would be developed. For example, using updated guidance and planting and growing activities to support the development of menus.

Children play and learn 5 - Very Good

We found major strengths in this aspect of the settings work and identified very few areas for improvement; therefore, we evaluated this quality indicator as very good.

Quality Indicator: Playing, learning and developing.

Children had access to a variety of toys and games that promoted different play experiences. The activities available were suitable for the children present, met their needs, stages of development and different interests. Parents shared there was "Great variety of activities." As a result, children were engaged in their play as they were motivated by the experiences offered.

Children had time and space to make informed choices about their play. The responsive approach of the childminder enabled children to extend and develop their games. We saw that, children had developed their skills and abilities through the play opportunities offered. For example, they showed their physical abilities as they confidently balanced and steered bikes.

Importance was placed on play and learning taking place outdoors. The local community was very well used to extend children's experiences. They could explore the natural environment as they had freedom to run around or play on large equipment, all of which supported their health and well-being.

Responsive interactions supported children's development. For example, encouraging speech and language, socialising and learning to negotiate while playing together. Praise was used to encourage children and help them achieve.

Observation, photographs and floor books were used to show children's learning and achievements. From this, they identified progress, outcomes and 'next steps' which supported children's continued learning and development. These processes enabled the childminder to plan experiences that supported children's individual development.

Children are supported to achieve 5 - Very Good

We found major strengths in this aspect of the settings work and identified very few areas for improvement; therefore, we evaluated this quality indicator as very good.

Quality Indicator: Nurturing care and support

Children's routines, needs and personalities were known and used to promote an environment where they felt safe, loved and secure. This meant they were settled within the service, which promoted their overall well-being.

Transitions were well managed which supported children across the day. For example, younger children could play in the park when they were collecting children from school. Settling in was tailored for each child which meant they had positive experiences. This helped them build relationships when they started using the service.

Routines provided consistency for children throughout they day. For example, meals and snack, sleep time and personal care provided a consistent approach to children's care. Procedures in place for personal care promoted children's privacy and dignity, which enabled children's individual needs to be met.

Personal plans were in place for all children and contained information that helped meet their individual needs. A child centred approach was in place as the well-being indicators were used to support children. Regular information was shared with parents each day and at reviews. This meant the childminder demonstrated very good knowledge of children's development and how they could support them to achieve. As a result, children were making good progress as their care met their individual needs. Parents shared they 'got updates every day' and they 'shared information' at collection time.

Well established relationships with families were in place. Parents felt listened to and knew they could share information that would be used to support children. Their views were valued and contributed to the service provided.

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

Leadership	5 - Very Good
Leadership and management of staff and resources	5 - Very Good
Children play and learn	5 - Very Good
Playing, learning and developing	5 - Very Good
Children are supported to achieve	5 - Very Good
Nurturing care and support	5 - Very Good

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