

# Harrison, Vicky Child Minding

Falkirk

**Type of inspection:**  
Unannounced

**Completed on:**  
27 October 2025

**Service provided by:**  
Vicky Harrison

**Service provider number:**  
SP2009974763

**Service no:**  
CS2009230031

## About the service

Vicky Harrison provides a childminding service from the family home in a residential area of Falkirk. The service is close to local amenities including green spaces, the local nursery and school and local shops. The service is delivered from the ground floor of the family home and children have access to the lounge, kitchen/diner and downstairs bathroom. Children also have access to an enclosed rear garden.

The service was registered to provide care for a maximum of 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. Minded children can only be cared for by persons named on the certificate. Mr Alan Liddle is employed as an assistant but is not currently being used as an assistant. Overnight care will not be provided

From 24 July 2025 to 27 February 2026 (or before if a child leaves the service) the childminder may care for a maximum of six children at any one time (as identified in the variation request dated 14 May 2025) up to 16 years of age: of whom no more than six are under 12 years; of whom no more than four 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 on Tuesdays 9:00am to 5:00pm only.

## About the inspection

This was an unannounced inspection, which took place on 27 October 2025 between 11:15 and 12:15 hours. 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.
- Intelligence gathered since the last inspection.

In making our evaluations of the service we:

- Spoke with one minded child using the service.
- Spoke with the childminder.
- Gathered feedback from six parents/carers.
- Observed practice and daily life.
- Reviewed relevant documents.

## Key messages

- Parents and children were highly satisfied with the service and commented positively on relationships, outings, activities, healthy eating and fun.
- Children were supported in making choices and had their needs met through the childminder's observations and responsiveness to their cues.
- Regular outings to places of interest in the community, including the local care home, provided children with varied and rich play experiences and social interaction.
- Responsive approaches to understanding children as individuals supported transitions and helped children feel safe, secure and settled.
- The childminder's interactions supported and extended children's learning and development.
- The childminder should now further develop approaches to measuring the quality of provision to support improvement planning for continued positive outcomes for children.

## 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	4 - 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 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: Leadership and management of staff and resources

The childminder was committed to providing high quality care and support for children. Families had developed strong and trusting relationships which enabled open communication about children's needs. Families told us, "Vicky is fantastic and has really supported us as a family from when our children were babies. We are extremely grateful and I think she stands above in the world of childminding." Also, "Good communication, always available, Vicky is a lovely lady who cares for the children and knows them well." These positive relationships enabled the smooth and responsive running of the service.

Key policies were held and up to date, reflecting best practice and supporting practice for children's safety and wellbeing. These were also shared with families ensuring they were provided with clear, accurate information about service provision and care of their children.

The childminder was familiarising themselves with the new quality framework to support self-evaluation. They had begun to evaluate provision against one of the quality indicators which led them to focus in on specific aspects such as car and road safety. We encouraged them to continue to make self evaluation meaningful by 'looking outward' such as by reviewing current inspection reports. They should also continue with identifying strengths and areas for improvement across all quality indicators throughout the year. They should use this reflection to re-establish an improvement plan for the year ahead, to support continuous improvement.

Ongoing use of best practice documents, training opportunities, webinars and professional reading supported the childminder to be a reflective practitioner. The childminder was aware of their strengths and areas for improvement and confidently discussed actions they had taken. For example, reflection on play space led to removing a cupboard to create additional space for children's quieter play. We asked the childminder to now develop her record of training to support reflection on any impact of learning.

Regulatory responsibilities were mostly understood contributing to the smooth operation of the service. However, we were made aware of an occasion where a child had been restrained which we were not informed about. We reminded the childminder of the need to report any restraint to us and asked them to further explore trauma informed practice to support children's emotional regulation.

The childminder should now ensure that the record of children's attendance is consistently recording the times of arrival and leaving. This would ensure that children are all accurately accounted for in the event of an emergency and evidence compliance with registered conditions.

## Children play and learn 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: Playing, learning and developing

The rhythm of the day enabled children to enjoy a balance of daily experiences in the community along with quieter time in the home. This provided children with some control over their day and be independent in choices made about their play. Planned experiences in the community included regular visits to the care home where children enjoyed intergenerational activities. This helped to build children's respect and understanding of the elderly. Daily outings also included regular opportunities for children to enjoy social interaction, energetic play, and exploration of the natural environment. They enjoyed woodland play, joint toddler sessions with other childminders which included planned events such as a sports day, and regular play in the park. Children's understanding of civic responsibility had been supported well. For example, they had made and distributed dog poop bag holders, and raising awareness throughout the community with posters. Parents commented positively on these experiences and told us, "Each week they also go to groups and care home to interact with different people." These activities provided children with variety in their day that supported their learning and development.

Children's literacy and numeracy development were naturally supported through everyday conversations, singing, story telling and counting during play and routines. Parents told us how they felt the childminder's interactions supported their child's learning and commented, "Vicky always makes whatever they are doing lots of fun which my child responds well to." Another commented, "There is a real focus on early education and learning, and we have seen our children thrive in her environment." Resources were age and stage appropriate and accessible to support children's play. The childminder's responsiveness to their cues ensured that play was quickly supported and extended to meet their interests. This further contributed to children's enjoyment. We discussed developing some basic planning to further support provision especially in relation to identifying and supporting schemas (repeatable patterns of play).

Children were supported to achieve as the childminder was observant of their learning and development needs. They were able to discuss these, and the steps taken to provide further support where required. Records of children's development were maintained which evidenced their growth and learning alongside relevant next steps. Children had access to these, and the minded child present enjoyed looking at this and revisiting previous learning experiences. These helped children to progress confidently and feel successful.

### Children are supported to achieve 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: Nurturing care and support

Children were settled and secure as the childminder knew children and their families well and had developed trusting relationships. Families commented positively on the relationship with the childminder. Comments included, "We have developed a great relationship and see Vicky as an important person in our children/our lives" and, "Vicky really cares for all the children she has in her care and that makes me feel comfortable leaving my daughter with her."

Children benefitted from positive, warm and loving relationships with the childminder. Transition into the setting was carefully planned and supported to meet individual needs especially for children who needed more time. This promoted children's secure attachment and emotional safety.

Communication with families supported effective and regular sharing of information which enabled the childminder to meet children's individual needs. Personal plans were kept under review ensuring information was up to date to meet needs. All parents either 'agreed' or 'strongly agreed' that they were fully involved in their child's care, including developing and reviewing their personal plan. One parent told us, "As she gets to know them she shares pictures, messages and conversations at drop off/collection that involve me with things that have happened or are being planned meaning she works with me for development of taking care of my child in a way I am happy with."

Promotion of self care skills such as toileting and washing hands meant that children were given individual attention to ensure their personal care was sensitive and respectful. Nappy changes were completed out of the view of others which maintained children's dignity and privacy. Sleep hygiene and safety was supported through regular monitoring of sleeping children and use of travel cots to support children's comfort and natural movements. We noted that parents could give permission for the use of buggies for sleep and advised to remove this and ensure children slept unrestrained on a flat surface in the house. This would ensure children's continued safety and comfort.

Although lunches and snacks were provided by families, children's healthy eating was promoted through the childminder's encouragement and support at mealtimes. This supported children to make healthy choices. Drinks provided were limited to milk and water ensuring children remained hydrated. Mealtimes were a sociable occasion at the dining table which supported conversations, connection and table manners for children.

Systems were in place for the management of medication and accidents which were robust and supported children's continued wellbeing through the sharing of information. Children's safety was further supported by the childminder's strong understanding of their safeguarding responsibilities. Appropriate policy and procedures were in place and training was kept up to date. This ensured that any changes in children's behaviour or wellbeing were noticed and addressed to protect them.

## 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

Leadership	4 - Good
Leadership and management of staff and resources	4 - 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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