

# Smith, Lesley Jane Child Minding

Port Glasgow

**Type of inspection:**  
Unannounced

**Completed on:**  
28 October 2025

**Service provided by:**  
Lesley Jane Smith Lesley Jane Smith

**Service provider number:**  
SP2003902258

**Service no:**  
CS2003004107

## About the service

Lesley Jane Smith is registered to provide a care service to a maximum of six children under 12 years of whom no more than three children are not yet attending primary school and of whom no more than one is under 12 months. Numbers are inclusive of the childminder's family.

The service is located in a residential area of Port Glasgow, Inverclyde. Children have access to a comfortable lounge, an upstairs toilet, a kitchen, and an enclosed garden.

The service is within easy reach of local amenities, including shops and parks. The childminder had fifteen children registered with the service, with varying patterns of attendance. At the time of the inspection, two children were in attendance.

## About the inspection

This was an unannounced inspection which took place on Tuesday 28 October 2025, between 12:15-14:15. 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, 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
- received three completed Microsoft Forms questionnaires
- spoke with the childminder
- observed practice and daily life
- reviewed documents.

As part of our inspections, we assess core assurances. Core assurances are checks we make to ensure children are safe, the physical environment is well maintained and that a service is operating legally. At the time of this inspection, no improvements were identified relating to core assurances.

## Key messages

- The childminder's strong leadership and clear vision built trust, giving families confidence in the care provided.
- Effective self-evaluation led to improvements in planning and practice, ensuring high-quality experiences for children.
- Daily communication and seasonal events strengthened relationships, helping families feel involved and valued.
- Children developed ownership and responsibility through house rules and contributions to the wellbeing tree and thought box, reflecting that their voices were valued.
- A variety of resources and activities encouraged creativity, problem-solving, and social skills, fostering resilience and independence.
- Regular outings to parks, libraries, and museums enriched experiences and supported language development and community awareness.
- Activities were tailored to different ages and needs, promoting inclusion, equality, and positive self-esteem.
- Consistent routines supported emotional security and independence, easing transitions for children.
- Clear policies on medication, safe sleep, and infection control safeguarded children's health and wellbeing.
- Children thrived in a safe, nurturing environment, highlighting the effectiveness of the childminder's approach.

## 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 setting's work and identified very few areas for improvement, therefore we evaluated this quality indicator as very good.

### Leadership and management of staff and resources

The childminder demonstrated strong leadership through a clear vision and structured approach to managing resources. This vision was shared with families at enrolment through a clear statement of aims and objectives. It outlined a commitment to high-quality childcare in a home setting and partnership with families. Active involvement in shaping the service was also promoted. These values were evident in daily practice and informed decision-making. As a result, this led to a clear sense of purpose and consistent, high-quality care for children and families.

The childminder used self-evaluation tools, including the new Quality Framework for Childminding, to strengthen reflection and planning. They explored the framework's illustrations and considered how challenge questions could enhance their approach. They also drew on principles from the United Nations Convention on the Rights of the Child and Health and Social Care Standards. These principles guided practice and supported a rights-based approach to care. This meant planning was informed by national guidance and promoted children's rights and wellbeing.

Engagement with local childminders and Scottish Childminding Association initiatives enriched professional learning. This collaboration broadened opportunities for children and strengthened the childminder's knowledge. Families expressed long-term trust and satisfaction, with some returning across generations. This reflected the service's stability and positive reputation. This led to sustained quality and enhanced experiences for children through shared professional practice.

Ongoing reflection led to meaningful developments, including enriched play experiences and strengthened safeguarding. The childminder's leadership ensured improvements were sustained and contributed to high-quality care and learning experiences. These experiences supported children's wellbeing and achievement. This meant continuous improvement delivered positive outcomes for children's safety, learning, and overall development.

Overall, these approaches reflected very good practice in leadership and continuous improvement. One parent stated, "The childminder is the most caring person. They have every child's best interests at heart and go above and beyond." As a result, families experienced a service that consistently prioritised children's needs and delivered very good outcomes.

## Children play and learn 5 - Very Good

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

### Playing, learning and developing

The childminder provided a stimulating environment that supported children's play and learning. A wide range of age-appropriate resources, including musical instruments, natural materials, and sensory tubs, was rotated regularly. This maintained interest and offered challenge.

Play spaces were designed to suit the age and stage of children attending. Experiences were inclusive and developmentally appropriate. Planning drew on professional experience and current best practice guidance, including Realising the Ambition. This promoted creativity, problem-solving, and social interaction. As a result, children accessed varied and challenging experiences that supported creativity, independence, and social skills.

Planned experiences, such as a Halloween party earlier in the day, encouraged children to express emotions through games and creative activities. Regular outings to parks, libraries, and museums extended learning beyond the home. These experiences fostered a sense of belonging within the community. Library visits were particularly valuable in supporting language and communication development. They offered opportunities for storytelling and interaction with books. Occasional use of public transport helped children develop life skills and environmental awareness. As a result, children benefited from rich experiences that strengthened language, confidence, and understanding of the wider world.

Photographs seen during the inspection showed children engaged in numeracy experiences through play after school. This demonstrated how everyday activities were used to build mathematical understanding in a fun and meaningful way. Although the dynamic of different age groups was not observed directly, evidence confirmed that children of varying ages were supported to learn through play. Activities were adapted to meet individual needs and ensure equal access to learning opportunities. This led to all children experiencing activities suited to their age and stage, promoting fairness and participation.

Strong partnerships with families and other childminders enriched experiences through shared ideas and joint activities. One parent said, "There are loads of fun and educational activities plus lots of outdoor fun with friends." Another commented, "My child is asked for suggestions for activities such as baking, arts and crafts, and visiting favourite parks." The introduction of Inverclyde's Early Level Tracker supported monitoring of progress in health and wellbeing, literacy, and numeracy. This enabled planning for next steps.

Children were observed to be settled, confident, and curious. They engaged in play that promoted sensory development, creativity, and early problem-solving skills. Community-based experiences strengthened children's understanding of the world and enhanced their social and language skills. Families reported high levels of satisfaction, noting that their children were happy, learning, and developing well. One parent shared, "The childminder is fantastic. They take into consideration what my child would like to do and actively work to provide it." As a result, children thrived in an environment that promoted learning, confidence, and strong family partnerships.

## Children are supported to achieve 5 - Very Good

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

### Nurturing care and support

The childminder provided a nurturing environment where children's wellbeing and safety were prioritised. Comprehensive policies on medication, safe sleep, and infection prevention aligned with Care Inspectorate guidance. These were shared with families at enrolment, ensuring transparency and trust. As a result, families felt reassured and confident that their children's health and safety were protected.

Children's voices were valued through tools such as the SHANARRI wellbeing tree. Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible, and Included were discussed with children. A thought box and house rules whiteboard promoted ownership and respect. As a result, children felt respected and included, contributing to a positive and empowering environment.

The home was organised to support care routines, with designated spaces for play, meals, and rest. Resources promoted emotional security and independence. Daily routines, such as mealtimes and sleep transitions, were tailored to individual needs. This created a calm and predictable pace to the day. When a young child woke from a nap, the childminder responded with close physical comfort before introducing sensory play. This demonstrated attentiveness and respect for the child's emotional wellbeing. This meant children experienced security and stability, supporting emotional resilience and confidence.

Personal plans were completed by parents when their child started at the service. These captured key information about each child and were developed using SHANARRI wellbeing indicators. Plans reflected children's strengths, needs, and interests. They were shared with families and updated regularly to remain relevant. The collaborative approach, with parents contributing to planning, ensured individualised care that supported development. One parent noted, "The childminder regularly sends care plan updates and asks for feedback from myself and my child." As a result, care was tailored to individual needs, promoting positive outcomes for wellbeing and learning.

Nappy-changing procedures were not observed; however, the childminder clearly explained the routine. This included the use of Personal Protective Equipment to maintain hygiene and measures to support children's privacy and dignity. These practices promoted positive and respectful relationships between children and the childminder. This led to effective hygiene standards that safeguarded health and upheld dignity, reinforcing trust and respect.

Partnership with families was strengthened through shared activities and seasonal events, creating a sense of belonging. Daily conversations and WhatsApp messaging supported open and responsive communication. One parent commented, "The childminder always keeps us up to date with my child's care and how they are developing." Another said, "I am extremely comfortable with my child going to the childminder's house as I know they are cared for to the highest standards." As a result, families felt involved and reassured, which strengthened trust and confidence in the service.

Overall, the childminder's nurturing care and commitment to safety created an environment where children could achieve their potential. By combining professional knowledge with responsive, rights-based approaches, the service delivered positive outcomes in wellbeing and learning. As a result, children were observed to be safe, respected, and emotionally secure, developing confidence and independence in a supportive setting.

## 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

The childminder should ensure all children's personal plans are reviewed with parents within a six month period, or before if required. The personal plans should be consistent in line with The Social Care and Social work Improvement Scotland (requirements for care services) Regulation 2011 (SSI 2011/210) regulation 5 - Personal plans.

This is to ensure care and support is consistent with the Health and Social Care standards (HSCS 1.15) which states

'My personal plan is right for me because it sets out how my needs will be met, as well as my wishes and choices'.

**This area for improvement was made on 15 February 2019.**

#### Action taken since then

The childminder had developed personal plans for each child, which were shared with and regularly reviewed alongside parents and carers, in line with current legislation and best practice guidance.

This area for improvement has been met.

### 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

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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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