

Kiddi-Kiddz Child Minding

Glenrothes

Type of inspection:
Unannounced

Completed on:
16 January 2026

Service provided by:
Alison-Lee Martin

Service provider number:
SP2016988552

Service no:
CS2016351530

About the service

Alison-Lee Martin provides a childminding service from their home in Glenrothes, 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 living room, kitchen, a toilet and a safe enclosed garden. The service is within easy reach of local facilities including shops, parks and schools.

About the inspection

This was an unannounced inspection which took place on Tuesday 13 January 2026 between 09:45 - 11:45 and Wednesday 14 January 2026 between 10:00 - 11:00. We gave feedback by telephone on Friday 16 January 2026. 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 feedback from two families
- spoke with the childminder
- observed practice and daily life
- assessed core assurances, including the physical environment
- 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

Children enjoyed themselves and were engaged in fun, meaningful activities.

Children benefitted from a caring childminder who supported them to feel safe, confident, and loved.

Children were nurtured by a childminder who understood their individual needs.

Families played an active role in their child's care, helping to ensure each child's needs were fully met.

Outdoor experiences and trips within the local community enriched children's learning and development.

Effective self-evaluation practices supported ongoing improvements, resulting in consistently high-quality experiences for children and their 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

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.

Quality Indicator: Leadership and management of staff and resources

Children and families benefited from a childminder who had a clear vision for the service and a strong sense of how to deliver quality care. The childminder's values and aims were well defined and shared with families during the induction process, helping to create a consistent and shared understanding from the start. These values focused on creating a nurturing 'home from home' environment where children could play, learn, and have fun within a safe and loving setting. Families who responded to our MS Forms questionnaire told us that they had good relationships with their childminder and one parent commented that, 'We have used Alison's services as a childminder for 6-7 years now. Both our children have been very well cared for and we trust Alison completely with our children'.

Daily communication with families ensured they felt included in their child's day. Consistent updates through conversations, messages, and written daily diaries for the youngest children meant that families were always kept informed about their child's progress. The childminder's effective leadership supported very positive experiences for children and their families. Resources were well organised, carefully chosen, and used effectively to meet children's interests and developmental needs.

The childminder had used the document 'Quality improvement framework for the early learning and childcare sectors: childminding' to evaluate their service. Ongoing reflection and regular communication with families ensured that the service continued to develop in response to their views and feedback. This meant that children and families could share their views and influence change within the service. As a result, families felt included, respected, and confident in the care provided.

The childminder showed a strong commitment to developing their professional practice and regularly engaged in training opportunities. This ongoing learning helped them stay informed about current guidance and strengthened the support they provided for children's health, safety, and overall wellbeing. They also maintained close links with other local childminders, exchanging ideas and reflecting on practice together. This collaborative approach enabled the childminder to support friendships and make good use of both the local area and wider community. As a result, children benefited from enriched care, play, and learning experiences.

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.

Quality Indicator: Playing, learning and developing

The childminder effectively supported children's play, responding sensitively to their ideas and interests. They encouraged children's curiosity by offering a wide range of age appropriate resources that built on what children were already interested in. For example, a younger child pulled themselves up using a large wooden doll house and carefully moved around it while holding on for support. The childminder stayed close, offering reassurance and encouragement, this approach helped the child to practise and gain confidence in their early walking skills.

Children had access to a wide range of play resources and experiences that promoted choice and independence. This supported them to make requests confidently and lead their own play. Younger children were also able to explore real life and natural objects, which encouraged curiosity and supported problem solving, early language development, and sensory learning. A variety of materials, including mark making tools, art and craft resources, construction toys, and books, enabled children to build skills such as early literacy and numeracy through meaningful play.

Nurturing interactions supported children's learning. The childminder engaged children in conversation during play, tailoring it to their stage of development to extend their thinking and introduce new vocabulary. For the youngest children, the childminder responded sensitively to non verbal cues such as gestures, sounds, and facial expressions, helping them to communicate their needs and interests. This approach created a supportive environment where children could play, and build on their emerging skills.

Children's experiences were planned in response to their individual interests. The childminder used ongoing, observations of children's play to help shape and extend learning opportunities. Achievements were shared with families through regular photographs and termly written progress reports, helping to keep them informed and involved in their child's development.

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.

Quality Indicator: Nurturing care and support

Children benefited from strong, positive attachments with the childminder. Interactions were warm and nurturing, creating a calm and reassuring environment where children felt safe, valued and loved. This was particularly clear with younger children. The childminder understood their individual needs and routines well, recognising cues such as changes in expression, body language or vocal sounds and responding with sensitivity. The childminder responded sensitively to each child, whether offering comfort, joining in play, or supporting early communication. This responsive approach helped younger children feel secure and confident, enabling them to explore their surroundings knowing reassurance was always available.

Personal plans were in place for all children and had been developed in partnership with families, ensuring they reflected each child's individual needs and routines. The plans contained key information that had helped the childminder provide warm, responsive and nurturing care tailored to each child. Plans were reviewed regularly with families to keep information current and support children's ongoing wellbeing changes in routines and overall development.

Children experienced relaxed and sociable mealtimes at the large dining table. They sat together, chatted comfortably, and clearly enjoyed the shared routine, which supported close attachments and encouraged early language and communication development. The childminder and families provided all snacks and offered a variety of healthy options. This meant children's dietary needs and family preferences were consistently well supported, contributing to their overall wellbeing.

The childminder had a very good understanding of safe sleep practices and ensured children rested safely and comfortably. They worked closely with families to follow agreed sleep routines, respecting family preferences while meeting each child's individual needs.

Families had regular opportunities to share information with the childminder and receive updates and photographs. Families felt that communication was very effective and some of their comments included:

"She gives really great details about my child's day, she listens to any guidance I want to give about their care and is very friendly and approachable".

"We have regular informal chats about activities that our child is involved in".

No children were receiving medication at the time of inspection; however, the childminder spoke confidently about how to store and administer medication. A medication policy and related paperwork was in place and in line with best practice guidance.

Children were protected from harm because the childminder had a very good understanding of their safeguarding and child protection responsibilities. They spoke confidently about recognising and responding to concerns and had effective systems in place to record and report information. The childminder had completed child protection and trauma informed training, which helped them support children.

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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Care Inspectorate
Compass House
11 Riverside Drive
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