

# Sims, Elizabeth Child Minding

Broxburn

**Type of inspection:**  
Unannounced

**Completed on:**  
23 January 2026

**Service provided by:**  
Elizabeth Sims

**Service provider number:**  
SP2006957547

**Service no:**  
CS2006116995

## About the service

Elizabeth Sims operates a childminding service from their family home in Uphall, Broxburn, West Lothian. They are registered to provide care to a maximum of eight children at any one time under the age of 16. 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. Numbers are inclusive of children of the childminders family. Children have access to a living room, kitchen-diner, enclosed back garden and toilet facilities. The service is close to schools and nurseries, local amenities and can be reached by public transport links.

## About the inspection

This was an unannounced inspection which took place on Tuesday 20 January 2026 between 09:30 and 11:45. This 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 and complaints information, information submitted by the service and intelligence gathered throughout the inspection year.

To inform our evaluation we:

- spoke and spent time with three children using the service
- received seven completed questionnaires from families
- assessed core assurances, including the physical environment
- observed practice and daily life
- reviewed documents

## Key messages

- Children experienced warm, kind and nurturing care from the childminder that supported positive connections.
- Children were settled, happy and having fun as they chose from a wide selection of age appropriate resources.
- The childminder knew each child's likes, preferences and stage of development. They tailored experiences to meet individual needs.
- Children were supported to make progress through high quality interactions and engaging activities.
- Children had been consulted to inform planning and resources.
- Self-evaluation supported the childminder to identify strengths and areas for development.
- Quality assurance processes could be strengthened.

## 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 quality indicator as good, where there were important strengths within the setting's work and some aspects which could benefit from improvement.

### Leadership and management of staff and resources

The childminder had established a clear vision for the service. Their aim was to promote positive outcomes for children and build trusting, respectful relationships with families. This was clearly reflected in daily practice. Interactions with children were warm, responsive and nurturing. The childminder knew each child's individual character, needs and preferences. Children were consistently supported to make choices and lead their own play. Families told us "I feel Liz has a personal approach and listens intently about my child and pulls this in to her care" and "Liz always provides feedback on what my children have been doing and takes into account their views and opinions." This demonstrated a strong respect and understanding for children's rights.

The childminder had begun to engage with best practice guidance, A quality Framework for the early learning and childcare sectors: Childminding. Self evaluation was developing well, with the childminder reflecting on practice. They identified strengths through evidence and areas for change. This demonstrated a commitment of continuous improvement and recognition of the importance of delivering high quality play, care and learning. Children were consulted in age appropriate ways to gather their ideas and suggestions, and this supported them to feel included in the development of the service. For example ....

Some quality assurance processes were in place, such as safety checks of environments, reviewing policies and gathering children's views. Strengthening these processes further would support the childminder to take a more planned approach. For example, establishing quality assurance activities that include regular reviews of personal plans, consultation with families and updating service information. This would ensure these are reviewed in line with guidance and reflect best practice (see area for improvement 1.) We suggested effective ways to engage families in sharing their views, such as a question of the month, short questionnaires or opportunities to record verbal feedback.

Partnerships with families were positive and effective systems were embedded to promote two way communication. For example, daily diaries were used to share important information about younger children's time in the service. Many families shared they liked this process as it supported consistency in children's routines and kept them well informed about their child's day. All families strongly agreed they had a good relationship with the childminder. Comments included "Great communication, friendly, loving and very caring" and "Liz provides great communication and is always happy to support and offer guidance on any situation. She went the extra mile to bond with my [child] when [they] first started with her. I feel I can contact her at any point in the day and she is happy to speak with me." As a result, families had developed trusting relationship with the childminder.

The childminder showed a strong commitment to their role, professional learning and development. They regularly attended relevant training, engaged in reading and research. This was recorded consistently in their learning diary. Training included enhanced child protection, first aid, keeping children safe and loose parts play. As a result, children and families benefitted from the childminders continued professional development that supported them to deliver a high quality service.

## Areas for improvement

1. To ensure children continue to benefit from a service that is focussed on high quality care, play and learning. The childminder should strengthen quality assurance processes. This should include, but not limited to establishing consistency in reviewing and updating information, developing policies that reflect the service and evidencing regular consultation with families.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which states that: 'I experience high quality care and support based on relevant evidence, guidance and best practice' (HSCS 4.11)

## 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

Children experienced a rich, stimulating and homely environment where play was recognised as their right. High quality play and learning opportunities were consistently available, enabling children to have fun, engage in their chosen activities and make progress. Children were happy, confident and highly engaged, moving freely between resources and activities that interested them. Children comments included "She is amazing, I like to play with my friend. We also love going to the park", "She's very nice, and we get to do drawings, It's fun to play with the other children." and "She is very caring and friendly, and we love her very much." As a result, children experienced high quality play, supported by a committed childminder.

Children independently selected from a range of developmentally appropriate materials, supporting their autonomy and sense of ownership over their learning. The childminder spent time with children supporting their play and using the opportunity to talk to them, introduce new vocabulary and encourage them to talk about previous experiences. For example, telling younger children the names of animals they played with and using books to further extend interest. The childminder was very aware of safety, particularly for younger children. They carefully considered resources and ensured these were age appropriate to reduce any potential risks as children explored through their senses. As a result, children developed at a pace that was right for them.

Children were meaningfully involved in leading their own play. Regular consultation ensured they had a strong voice in shaping their experiences, whether through choosing resources, suggesting new items linked to their interests, or directing their play. This embedded approach supported children to feel respected and included, while also helping them to develop important skills for life and learning.

Interactions with children were consistently warm, nurturing and attuned. The childminder demonstrated a 'professional love' for children that helped foster secure relationships. It was evident children felt safe, relaxed and confident.

The childminder was skilled at observing children and confidently spoke about each child's next steps, supporting their interests and stages of development. For example, supporting young children with language development and other children in building confidence to talk with peers. The childminder demonstrated a strong understanding of each child's personality, preferences and needs, steps in their progress. They evidenced this through observations to track progress and shared this with families. As a result, all children were supported to make progress at a pace that was right for them.

Play and learning experiences were a balance of child led and responsive to interests. Children benefitted from learning in and around their community, creating links with 'people who help them', exploring green spaces, parks and visits to local attractions. Children told us they liked choosing books from the library and going to the park. As a result, they were developing positive connections with the community.

Children's achievements were recognised, enjoyed and celebrated. The childminder acknowledged their efforts, growing independence and new skills, supporting them to feel proud, capable and motivated. The professional love shown for children was evident throughout practice and central to the nurturing environment created.

Children benefitted from the childminders responsive approach to play and learning. High quality interactions and the childminders knowledge of child development contributed to quality experiences. These major strengths had a positive impact on children's progress and wellbeing.

## 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

Children benefited from warm, nurturing and responsive care that placed their wellbeing at the heart of the service. Strong, trusting relationships had been established, that promoted children to feel safe, secure and valued. The childminders calm, compassionate approach created an environment where children were relaxed, confident and able to express themselves freely.

Nurturing relationships were at the heart of practice. Families told us "I feel Liz genuinely cares about the children in her care and their families.", "We have been using Liz's services for years now and are extremely happy with the children's experiences with her" and "I was so delighted to be recommended Liz. My child is very content there, Liz completely put us at ease and we're so pleased with our choice." As a result, children and families had formed positive, trusting connections with the childminder.

The childminder demonstrated a strong awareness of the importance of understanding each child's needs, routines and characteristics. Children's care and learning experiences were individualised, with kindness and sensitivity evident in all aspects of the support. All families said they were always welcomed into the childminders home to discuss their child's care, play and learning. Commenting "I feel that each child's individual needs are well known by Liz and she ensures to meet them.", "Liz always has a chat at pick up to let us know what the children have been doing, highlighting any special achievements. Liz is always open to discussing my children's care if we have any concerns." And "Liz always greets us with a smile and welcomes me right into her home at drop off. It is lovely to see my [child] feeling so comfortable. Liz has created a warm, welcoming, home from home environment for the children."

The childminder was mindful of the transitions some children experienced throughout their week. Positive relationships with other settings, such as nurseries and other childminders, contributed to smoother and more consistent transitions for children, supporting continuity of care and emotional wellbeing.

Mealtimes were relaxed, unhurried and responsive to children's cues. Children brought their own meals and snacks and the childminder supported their individual routines. Consideration and planning ensured children had appropriate seating for their safety and wellbeing. This routine offered opportunities for consultation, conversation and learning. For example, children were consulted on the plates they would like to have and where they would like to sit. This meant children had choice and learning was supported through everyday routines and interactions.

The childminder was knowledgeable about each child which supported routines and planned experiences that reflected individual needs, preferences and stages of development. They were skilled at recognising progress, shared this with families and recorded next steps. We encouraged them to include this significant information in personal plans for all children and review these in line with guidance.

Connections with children and families was a clear strength of the childminders practice. They knew families well and had created a warm, welcoming environment where they felt respected and supported. Consistency in supporting children's routines was promoted through ongoing communication. For example, families received regular updates about children's progress and experiences through informal conversations and messaging, helping them feel engaged and informed. Families commented "Liz feels like family and really cares for her mindees. My children love going to her setting.", "I feel Liz really gets to know the children as individuals and bonds with them in a way to suit them. She has a kind and caring nature and is very calm." And "I am very happy with the service Liz provides. She is very experienced as a childminder which puts me at ease." As a result Children and families received a high quality service that respected and promoted positive connections.

## 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 improve her professional development, the childminder should identify training or research that will help her keep up to date with current practice to enable the development of her service. This should include children's personal plans and record keeping. This is to ensure confidence in the people who support and care for me and is consistent with the Health and Social Care Standards which state that I have confidence in people because they are trained, competent and skilled, are able to reflect on their practice and follow their professional and organisational codes. (HSCS 3.14).

This area for improvement was made on 31 July 2019.

## Action taken since then

The childminder evidenced they had continually engaged in professional learning, reading and developments since the last inspection. They evidenced reflections and impact on the service, using training materials for future reference. We recognised progress had been made and this area for improvement had 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

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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