

Lindsay, Shannon Child Minding

Edinburgh

Type of inspection:
Unannounced

Completed on:
9 January 2026

Service provided by:
Shannon Lindsay

Service provider number:
SP2006960350

Service no:
CS2006129827

About the service

Shannon Lindsay childminding operates from their family home in East Edinburgh. They are registered to provide a childminding service to a maximum of six children at any one time under 16 years, 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 playroom, and toilet facilities on the ground floor and designated space in the back garden. The service is close to schools and nurseries, green spaces, local amenities and can be reached by public transport links.

About the inspection

This was an unannounced inspection which took place on Wednesday 7 January 2026 between 08:00 and 10:00. We returned to the service on Friday 9 January to share feedback. 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/spent time with four children using the service
- received five questionnaires from families
- spoke with one parent
- spoke with the childminder
- assessed core assurances, including the physical environment
- observed practice and daily life
- reviewed documents.

As part of our inspections, we assess core assurances. Core assurances are checks we make to ensure that children are safe, the physical environment is well maintained, and that a service is operating legally. At the time of this inspection, one area for improvement was identified relating to core assurances. We have reported where improvement is necessary within Leadership.

As part of this inspection, we undertook a focus area. We have gathered specific information to help us understand more about how services support children's safety, wellbeing, and engagement in their play and learning. This included reviewing the following aspects:

- staff deployment
- safety of the physical environment, indoors and outdoors
- the quality of personal plans and how well children's needs are being met
- children's engagement with the experiences provided in their setting.

This information will be anonymised and analysed to help inform our future work with services.

Key messages

- Values based approaches were evident in the childminder's daily practice.
- The childminder demonstrated a commitment to training and professional learning.
- Interactions between the childminder and the children were warm, respectful and responsive.
- Children experienced a high-quality play and learning environment where their developmental needs were central to planning.
- The home was safe, welcoming and well-resourced, and routines promoted confidence and independence.
- Children's wellbeing was supported through effective personal planning, promoting individuality and respecting rights.

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

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| 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.

The childminder's vision was to provide a homely, safe and nurturing environment where children feel safe, happy and valued. Values based approaches were evident in daily practice with a parent saying: "[The childminder] is very kind, welcoming and transparent. I fully trust her with my child." We suggested ways of sharing their values with children and families. This would support embedding service values in a collaborative way.

Self-evaluation for improvement was established, with the childminder sharing that improvement planning contributed to planned refresh of toys and equipment. There was evidence of improvements undertaken with a parent sharing: "[The childminder] is always looking for our input on any ideas [they] may have to try something new. The kids play a huge part in any development in the service. [They're] guided by them and their enjoyment and learning." We discussed challenge questions in the Care Inspectorate guidance 'A quality improvement framework for the early years and childcare sectors: Childminding (Care Inspectorate, 2025). The use of this resource would support the service self-evaluation process.

The childminder was in the process of reviewing and updating policies and risk assessments to reflect the current situation of the service. We encouraged them to continue to review these to include the impact of changes made in the service. All updates and reviews should be clearly documented and dated. This will further evidence the improvement journey of the service and how it has supported the care of the children.

During our inspection visit the childminder provided care for an additional child in response to an unforeseen circumstance. This resulted in them being over their registered numbers for a short time. This was assessed by us as a misunderstanding related to emergency cover procedures. We discussed this with the childminder to seek assurances that they had made adjustments to the service to ensure children's safety and wellbeing. In response to their oversight the childminder created an emergency cover statement to be shared with parents, and a register to be completed daily. We recommended keeping the emergency cover statement and register up-to-date. This will provide clarity for families and ensure children's safety as the childminder will operate within the registration conditions. (See Area for Improvement 1).

The childminder was a member of a national childminding organisation. This supported them to keep up-to-date with sector developments and professional learning. The childminder demonstrated a commitment to training, for example undertaking first aid training annually to make sure they were confident in keeping children safe. One parent shared that the childminder "has gone over and above" when their child needed to take short-term medication. We gave suggestions on ways to track the impact of training on development of the service. This will support the childminder to evidence that training undertaken has positive outcomes for the children.

Areas for improvement

1. The childminder should ensure an accurate and up-to-date register of children attending the service is maintained at all times. This should include times of arrival and departure and be completed in real time. This will support children's safety and ensure compliance with record keeping requirements. The childminder should also create an emergency cover statement to share with families.

This is to ensure care and support is consistent with the Health and Social Care Standards (HSCS), which state: 'My care and support is provided in a planned and safe way, including if there is an emergency or unexpected event' (HSCS 4.14) and 'I experience high quality care and support because people have the necessary information and resources' (HSCS 4.27).

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.

Children were highly engaged in play due to a choice of high-quality, planned and responsive experiences. Toys and experiences appropriate to the age and stage of children were organised to support choice and independence. Children's current interests were catered for. We observed children moving freely between imaginative play, construction, experiences offered by the childminder such as reading books and rhymes. Children were supported to sustain interest appropriate to their age and stage. For example, one child in transition to nursery was supported with an interest in writing their name. Their parent told us that the interest in writing their name had transferred to home. This demonstrated that the childminder's development of the child's skills promoted confidence to try the new skills at home.

The childminder had strong observation skills in noticing changes in children's needs and these were discussed daily with families. Interactions were warm, respectful and responsive. The childminder used developmentally appropriate strategies such as narrating actions and using simple language to support communication and language in young children. The children all benefited from their trusting relationship with the childminder and the playfulness they offered. This promoted emotional security and supported the children's development. The childminder had conversations about their lives such as their interests or transitioning to nursery which reinforced that the children were valued.

Well-considered outings enriched play and learning. The childminder had photo books, questionnaires and family feedback confirming regular trips. Trips included toddler groups, local outdoor spaces with woodland and ponies, the zoo, and the beach. The children attended groups with other childminders and young children which gave the social experience of play alongside children outside the service. This gave the children opportunity to explore developing play and social skills. Reflective tools such as big books with photographs and comments supported the childminder to evaluate practice and capture children's voices. This meant that planning was purposeful and child centred. A parent told us: "[The childminder] plans a range of activities to help my [children's] learning and development in literacy, health and wellbeing and other areas."

There was evidence of nurturing play activities. These included home corner play, play with babies, and an emphasis on outdoor play and learning. Intergenerational work with a local care home had taken place with the children visiting care home residents. These visits supported children to build compassion, communication and respect. The previous day the children had visited woodland and ponies in the community. The childminder planned to develop children's play and learning by providing books about ponies and pony toys to extend and embed this experience. Children experienced a high-quality play and learning environment where their developmental needs were central to planning. A parent told us: "[My child's] day is always full of creativity, fresh air and play." Experiences were varied and gave opportunity for children to progress at their own pace, tracked on progress trackers.

Children benefited from a highly nurturing, responsive environment where emotional security and wellbeing were prioritised. Transitions were carefully planned for and strong partnerships ensured continuity of care. The home was safe, welcoming and well-resourced, and routines promoted confidence and independence.

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.

Children's wellbeing was supported through effective personal planning, promoting individuality and respecting rights. Plans sampled were regularly reviewed with families. The individualised care and learning routines meant that children experienced high levels of emotional security throughout the day. On the day of inspection we saw a child attending their first full day after settling visits. The child appeared settled arriving in the morning, with the parent reassured that the childminder would stay in touch. The childminder was clear about a tailored approach for children and their families regarding settling. A parent shared: "[The childminder] made a real effort to get to know us before our [child] started." There was evidence of robust support for transition to nursery. One parent commented: "[The childminder] has been a great sounding board for nursery transitions/the process and what we should be looking for for the best care for [our child]." The childminder's planning for transitions supported children's sense of security at times of change.

Children were confident in expressing their needs clearly. Routines were predictable and well embedded, for example one child was ready and anticipating joining the snack table in seeing preparation of the area. The childminder acknowledged the child in the moment which gave them a sense of belonging.

The childminder's good awareness of children's sleep patterns and knowledge of safe sleep practices was reflected in their policy. The childminder spoke with parents about their child's sleep to support home routines. A parent said: "[The childminder] takes time to talk at drop off about how the night sleep was, breakfast, teething, general mood of the day." The childminder told us they put children's needs first if they needed rest outside of routine times. This meant that children's rest and sleep were safe and valued, supporting their growth and development.

Snack time was observed to be calm with the childminder supporting for both social engagement and safety. The service served the meals and snacks supplied by families, including breakfast supplied if the child stays a longer day. The childminder had a clear healthy eating and meal statement emphasising the social aspect of mealtimes. We spoke to the childminder to suggest further ways of working with families in relation to healthy food using the best practice guidance 'Setting the Table' (Scottish Government, 2024). This will develop partnership working with families related to healthy eating.

The positive behaviour policy had a rights-based and relationship-based approach which was reflected in the warm interactions between the childminder and children. The childminder outlined the positive touch that the children can experience if they wish, for example cuddles. There was a clear policy for child protection procedures and relevant paperwork to hand. The childminder had previously attended child protection training and we discussed a refresh of this training to stay up-to-date in this area. The childminder contacts health visitors to make them aware that the children attend their service. This good practice created professional communication links. Therefore children's safety and wellbeing was strengthened by partnership working with health visitors.

Families valued the detailed daily feedback and individual WhatsApp updates. They commented on how easy the childminder was to communicate with. Families' sense of security was apparent with one parent saying her child loved seeing their "little friends" and that they would be "lost" without the support of the service. Strong communication promoting parents' confidence helped children feel loved and secure within the childminder's service.

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

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| 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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