

# McGeachy, Lesley Child Minding

Beith

**Type of inspection:**  
Unannounced

**Completed on:**  
14 January 2026

**Service provided by:**  
Lesley McGeachy

**Service provider number:**  
SP2006960316

**Service no:**  
CS2006129619

## About the service

Lesley McGeachy provides a childminding service from their home in Beith, North Ayrshire. The service is in a quiet, residential area. The children are cared for in a living room and sleep room. They have access to a downstairs bathroom and an enclosed garden.

The childminder may 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 childminder's family.

At the time of our inspection, 11 children were registered with the service. There were two children in attendance during the inspection.

## About the inspection

This was an unannounced inspection which took place on 13 January 2026 between 11:30 and 14:20. 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, information submitted by the service and intelligence gathered throughout the inspection year. To inform our evaluation we:

- spent time with two children using the service
- received six completed questionnaires from families
- 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

- Children had fun and were engaged in a range of activities.
- Children were included in their community through local groups.
- Families felt informed and involved in their child's care.
- Observation skills need strengthened to identify and plan next steps.
- Personal planning approaches should continue to improve to support wellbeing.

## 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	4 - Good
Children are supported to achieve	4 - Good

Further details on the particular areas inspected are provided at the end of this report.

## Leadership 4 - Good

### Quality Indicator: Leadership and management of staff and resources

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 had a clear statement of aims and objectives that they shared with parents in a welcome handbook. This ensured parents were informed about the service. We saw some of these aims in practice, for example, when the childminder promoted positive behaviour with praise and encouragement. We suggested the childminder reviewed the aims in consultation with children and parents. This would ensure they were reflective of the needs of the people currently using the service.

Children and families were actively encouraged to give feedback about the service. Both families and children completed detailed service quality questionnaires to share their opinions. The feedback was positive. Alongside these structured approaches, children were given opportunities to provide daily feedback through chat with the childminder. These approaches ensured everyone's voice was heard and supported ongoing service development. We suggested ways to streamline questionnaires to make them easier for families. We issued our own questionnaires to families. Feedback included, "[the childminder] is very caring towards the children and you can see how proud [they are] of the children when they learn something new" and "my child has flourished in [the childminder's] care".

Self-evaluation processes and improvement planning were carried out in an informal but responsive way. The childminder demonstrated a positive approach to ongoing development by making changes as needed. For example, they had invested in new toys that reflected the interests of new children enrolling. To continue building on this good practice, the childminder would benefit from adopting a self-evaluation system. This could support them to identify their strengths, and highlight areas for development. This could support further improvement. We signposted the childminder to 'A Quality Improvement Framework for the Early Learning and Childcare Sectors: Childminding' to support self-reflection.

## Children play and learn 4 - Good

### Quality Indicator: Playing, learning and developing

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.

Children were offered a range of toys and games that supported different types of play. These included cars, dressing up clothes, building blocks, and activity tables. The toys were suitable for the children's ages, stages of development, and interests. This helped children have fun, and supported their learning and development. The childminder had additional resources and rotated these to match the needs of the children attending. This meant children regularly experienced fresh play opportunities that maintained their interest and supported their ongoing development.

Toys and resources in the garden offered well considered opportunities for outdoor play. These included sand and water play, scooters, slides, and a toy kitchen. This supported children to be active, and curious as they explored their environment.

Children showed high levels of independence. They moved confidently around the space, chose toys freely, and were familiar with the routines of the household. They helped to tidy up and were relaxed and comfortable in their environment. This supported their confidence and sense of belonging. Children were also involved in decision making, for example choosing whether they wanted to go to the park. This promoted their independence and helped them feel respected and included.

Children's learning was strengthened through regular involvement in local community groups. These included toddler groups, sensory sessions, and visits to the library. Through these experiences, children took part in activities such as baking and messy play, which supported their creativity, confidence, and early social skills.

The childminder responded well to children's needs. They noticed when children needed help and offered different activities to support them to settle. This helped ensure children were having fun. They encouraged children to share toys and play kindly with one another. This clear communication helped children make sense of what was happening and supported their emotional wellbeing.

The childminder observed children in their play, and shared successes with families. They recorded some observations and also noted when children achieved key milestones. We asked that the childminder ensured recorded observations were up to date. We asked that observations focus on what children have learned and achieved. This would enable the childminder to plan appropriate next steps to extend children's learning, to help them to achieve their full potential.

## Children are supported to achieve 4 - Good

### Quality Indicator: Nurturing care and support

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.

Mealtimes supported positive outcomes for children. The childminder sat with them, helping them to sit comfortably and eat safely. They chatted together throughout the meal, creating a relaxed and sociable atmosphere. This helped children feel included, supported their communication, and made mealtimes enjoyable.

The childminder encouraged children to be independent with personal hygiene. They ensured children washed their hands before meals and after using the toilet. Children were also encouraged to clean their faces after eating. These routines helped reduce the risk of infection and supported the development of good hygiene habits.

Personal care was carried out sensitively. Children appeared comfortable and at ease as the childminder chatted with them throughout. The childminder supported children who were toilet training with praise and encouragement. This approach helped children feel secure, understood, and well supported during personal care routines.

The childminder had built effective partnerships with families. Daily chats at pick up time supported clear, consistent communication and helped families feel welcomed and involved. One parent told us, "there is definitely an open door policy. [The childminder] keeps me informed of everything to do with my child. Nothing is ever an inconvenience". The childminder also used text messages to share key information and

photographs of children, helping families stay connected to their child's experiences.

Personal plans were in place and contained relevant and up to date information, including children's likes, dislikes and needs. This supported the childminder to meet children's needs. We discussed ways to streamline and consolidate some of the information gathered, to avoid duplication. Parents confirmed personal plans were regularly reviewed with one telling us, "We have chats most weeks about how [my child] is doing, and discuss [their] personal plan". We asked the childminder to keep accurate, dated records to reflect this. As a result, children benefitted from care that was responsive to their needs, with families involved in shaping their child's development.

## 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	4 - Good
Playing, learning and developing	4 - Good
Children are supported to achieve	4 - Good
Nurturing care and support	4 - Good

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Compass House  
11 Riverside Drive  
Dundee  
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