

Dalgety Sisters Childminding Child Minding

Dunfermline

Type of inspection:
Unannounced

Completed on:
30 January 2026

Service provided by:
Dalgety Sisters Childminding a
partnership

Service provider number:
SP2013012116

Service no:
CS2013319010

About the service

Dalgety Sisters Childminding is operated as a partnership by Katy Dyson and Sheila Robinson who provide a childminding service from either Katy or Sheila's family home within a residential area to the west of the village of Dalgety Bay. The service is close to local amenities including green spaces, the local nursery and school and local shops. The service is delivered from the ground floor of both family homes where children have access to the lounge, kitchen/diner and downstairs bathroom. An enclosed rear garden is also available at both properties.

Katy Dyson and Sheila Robinson are each registered to provide a care service to a maximum of six children under the age of 16 years at any one time, 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 the children of the childminder's family and households.

During the school day and term times only, when both childminders are working together in one premise, the care service may be provided to a maximum six children who are not yet attending primary school and of whom no more than two are under 12 months. Mr Ian Dyson, Mr Mark Robinson and Mrs Joan Grant may be employed as assistants to care for their own children/relatives. Minded children cannot be cared for by persons other than those named on the certificate. The service may also operate from the property of Katy Dyson.

About the inspection

This was an unannounced inspection which took place on 29 January 2026 between 09:25 hours and 12:25 hours. We returned to visit the second setting on 30 January 2026 when final feedback was given. 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 two children using the service
- Spoke with both childminders
- Visited both settings
- Requested feedback from parents/carers
- Received written feedback from one parent/carer
- Observed practice and daily life
- Reviewed relevant documents.

Key messages

- The childminders work well together to provide children with a relaxed and home from home care experience.
- Warm and nurturing interactions contribute to children feeling relaxed and promoted their sense of belonging.
- Spaces and resources available enabled children's learning through positive play experiences.
- Use of the local community and resources on a regular basis ensures children feel part of the community, promotes their physical wellbeing and extends their play and learning opportunities.
- The service is well organised and both childminders remain abreast of developments ensuring the smooth operation of the business, which meets the needs of children and 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 thrive and develop in quality spaces	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 significant strengths in aspects of the care provided and how these supported positive outcomes for children, therefore we evaluated this key question as very good.

Quality indicator: Leadership and management

An established and structured self evaluation routine enabled the service to be kept under regular review supporting positive outcomes for children. Improvement priorities were identified and strengths recognised, demonstrating that both childminders held a clear understanding of their level of provision. A record of continuous professional development was held with identified reflective accounts of the impact of regular learning opportunities on practice. This demonstrated a focus on quality and the childminders capability in providing a quality service.

Relevant documents were held and record keeping was appropriate and organised providing parents with reassurance of a quality service. Documents illustrated positive leadership as these were kept under regular review. For example, policies and procedures along with the ongoing reflection and recording of evidence against quality indicators. We reminded the childminders to add their own work times and locations to the daily register of children's attendance.

Families had opportunity to provide feedback through informal opportunities such as verbal reflections during collection and drop off and messages on social platforms. Positive relationships with families created an atmosphere of trust and openness enabling them to feel confident in raising any issues. One parents strongly agreed they were involved in a meaningful way to develop the service and told us, 'communication is strong.' Families could now be engaged more formally and systematically by other means to gather views on specific aspects of provision, which could also be linked to the indicators within the quality improvement framework.

There was evidence of leadership through the forward planning in place. This included maintaining a simple quality assurance calendar. For example, identifying regular reviews of policies, risk assessments and personal plans, to ensure information continued to reflect the current needs of children, policy and best practice.

The vision, values and aims of the service were reflective of provision seen during inspection. There was now scope to review these with input from children and families. This would ensure these continue to reflect the current context and meet the needs of the families using the service.

Children thrive and develop in quality spaces 5 - Very Good

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children, therefore we evaluated this key question as very good.

Quality indicator: Children experience high quality spaces.

Regular review of the indoor and outdoor areas ensured children experienced spaces which were safe, nurturing and enabled them to thrive and feel secure. One parent told us, 'Katy and Sheila provide a very secure environment for our children.' Both homes were uncluttered and free of hazards and written risk

assessments were in place and kept under review. This helped to create emotional and physical security for children. We reminded the childminders to affix the fire blanket to wall to ensure it can be used effectively in an emergency.

Both homes provided children with spaces which were fully accessible and clearly defined for their play and rest and relaxation. Calm, nurturing spaces were available which meant children experienced spaces with reduced sensory clutter. Children's art work and construction creations were displayed reflecting their individuality and demonstrating respect and value, supporting children's sense of belonging. Children could choose where to play and move freely around under continued supervision. The accessibility of resources further supported children's independence and enjoyment with most resources at child height and some labelled. This supported rights based participation and autonomy.

A very good range of toys, books and games were available and in good condition supporting children's enjoyment and interests. Communication rich resources such as books, storytelling props, mark-making materials and visual cues further supported children's language and literacy development. There was now scope to incorporate more natural and open ended materials indoor. For example, loose parts and natural materials, this would further support exploration, creativity and problem solving.

Children's risk of cross infection was reduced through positive hygiene practices around cleaning, handwashing, nappy changing and the management of common childhood ailments. This contributed to their positive health and wellbeing.

Children play and learn 5 - Very Good

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children, therefore we evaluated this key question as very good.

Quality indicator: Playing, learning and developing.

Both childminders were responsive to children's play needs and experiences which allowed children to have their interests met and extend their play. The mix of open ended, child led play and adult supported experiences meant children were having fun. Basic planning was in place as children's requests were documented within the diary to support planned experiences. There was now scope to further document how children's choices influence planning to ensure appropriate extension of children's play and learning.

Interactions from both childminders were strong and supportive. Very good language interactions included modelling, commenting, extending children's ideas, and giving thinking time. Use of books, songs, stories, visual supports and talk routines naturally embedded children's language development. Encouraging other play types such as puzzles, construction and board games enabled children's mathematical skills and supported their problem-solving ability.

Responsive observation was evident through interactions and within children's development records. These observations were linked to the SHANARRI wellbeing outcomes and used effectively to identify and plan relevant next steps. These were tailored to their interests, developmental needs and wellbeing supporting them to be successful.

Children enjoyed lots of outdoor learning opportunities through daily outdoor play in the garden and local community. Children were able to take some measured risks such as climbing trees and connect with nature through exploring natural environments and planting opportunities. One parent told us, 'Our children are

very active outdoors and get to play in local parks and home garden.' Regular outings in the local and wider community expanded children's environment beyond the home. A parent told us they 'like that our children get to spend time with and learn from other children in the local community.' Loose parts found during outings helped to support children's creativity and physical development. There was scope to re-visit outdoor learning to further increase children's opportunities to understand and take safe and supported risks.

Children's rights were promoted through offering choices throughout the day. For example, inviting their input in choosing activities, snack options and resources which strengthened their empowerment and sense of agency. Both childminders actively listened to children's voices and used their observations and prompting questions to enable children to feel valued and included.

Continued professional learning around play and development had been maintained by both childminders through accessing national learning resources such as the Care Inspectorate Hub, Education Scotland and SCMA (Scottish Childminding Association). In addition, they engaged in peer networks online and connected with other local childminders which helped them to share and develop best practice and introduce new and interesting play experiences to children.

Children are supported to achieve 5 - Very Good

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children, therefore we evaluated this key question as very good.

Quality indicator: Nurturing care and support.

Warm, responsive relationships were evident, with sensitive and adapted interactions that helped children feel safe, nurtured, and emotionally secure. Children present appeared very relaxed and enjoyed cuddles when needed. Respectful approaches to personal care also helped to maintain children's dignity. A parent told us, 'Dalgety Sisters is like a second home for our children... Katy and Sheila open up their homes and make our children feel welcome.'

Partnership approach with families enhanced learning through sharing observations and ideas with parents. Collaboration was supported through daily chats, sharing photos and updates on social media. This helped to strengthen trust and support children's continuity of care. A parent told us, 'We appreciate everything Dalgety Sisters do to support our family.' The childminders were encouraging parents to look at and contribute to learning journals and share achievements from home. These further enabled childminders to support and plan children's play and learning experiences.

Nurturing and emotionally safe spaces were available for children with cosy spaces in the playroom and living areas for quieter activities, rest or emotional regulation. These spaces enabled children to relax and feel calm.

The childminder's knew children well as effective documentation and flexible and responsive transitions were in place. Personal plans were kept under regular review ensuring information was up to date. 'All About Me' information enabled the childminders to remain aware of children's current preferences and supported relationship building. Transition experiences into the setting ensured that children were familiar with both homes and both childminders prior to starting. Settling in visits were planned with families to ensure they met individual needs and continued to support children's emotional wellbeing.

Mealtimes were relaxed, responsive and sociable with appropriate seating and supervision contributing to a positive meal experience. Drinks and snacks provided were healthy, nutritious and balanced. We discussed how the childminder should now develop a healthy eating policy to support provision of packed lunches and snacks from home. This should be shared with parents.

At present no children went to sleep whilst in the home. Younger children usually fell asleep whilst out and about and were enabled to complete their sleep in the fresh air upon return to the setting. Both childminders were keen to promote the 'Nordic nap' approach to improve children's immunity and overall health. We asked the childminders to review the sleep policy to reflect current best practice guidance and the Nordic sleeping approach to ensure safe sleeping. This approach should also be covered within the risk assessment.

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 thrive and develop in quality spaces	5 - Very Good
Children experience high quality spaces	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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