

# Bell, Marie Child Minding

Glenrothes

**Type of inspection:**  
Unannounced

**Completed on:**  
6 March 2026

**Service provided by:**  
Marie Bell

**Service provider number:**  
SP2003904658

**Service no:**  
CS2003007738

## About the service

Marie Bell provides a childminding service from the family home in Glenrothes, Fife. The care service may be provided to a maximum of 8 children at any one time under the age of 16 years, of whom a maximum of 6 will be under the age of 12 years, of whom no more than 3 are not yet attending primary school and no more than 1 is under 12 months of age, except in the case of siblings. These numbers are inclusive of the childminder's own children who have not yet reached the age of 12 years.

Children have a dedicated play space in a room upstairs in the service. They have access to a safe, secure rear garden, living room with a dining area and upstairs bathroom. The service is close to local amenities such as shops, parks and transport links.

## About the inspection

This was an unannounced inspection which took place on 3 March 2026 between 14:10 and 16:45. Feedback was given to the childminder on 6 March 2026 at 11:00. 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 information, information submitted by the service and intelligence gathered throughout the inspection year.

To inform our evaluation we:

- spent time with three people using the service
- received two completed questionnaires
- 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 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

- The childminder had provided a warm, homely service that supported children to feel secure and relaxed.
- Meaningful self-evaluation processes had been embedded within the service, which supported ongoing developments and informed a dynamic and responsive improvement plan.
- The childminder used their experience and knowledge of child development to create a rich and stimulating learning environment where children's play was valued and respected.
- Children's wellbeing was supported through the childminder's knowledge of their individual needs.
- Daily routines supported children's wellbeing, and familiar patterns of the day helped them feel secure and understand what to expect, contributing to smooth and positive experiences.

## 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.

### Leadership and management of staff and resources

The childminder had provided a warm, homely service that supported children to feel secure and relaxed. Their stated aims were clearly reflected in daily practice, resulting in a nurturing, home from home environment where children felt safe, happy and respected. The childminder had reviewed and updated policies and procedures so they accurately reflected current practice and aligned with national good practice guidance. This supported high quality, well-organised care and contributed to positive experiences and outcomes for children.

Children benefited from a childminder who demonstrated a positive, reflective and proactive approach to continuous improvement. Meaningful self-evaluation processes had been embedded within the service, which supported ongoing developments and informed a dynamic and responsive improvement plan. The childminder had begun to build their understanding of the Care Inspectorate's Quality Improvement Framework for the Early Learning and Childcare Sectors: Childminding and had applied this learning in practice. As a result, children experienced a service that evolved in line with best practice, which strengthened the quality of their daily experiences.

The childminder recognised the value of involving children and their families in evaluating the service and had created meaningful opportunities for them to share their views. Regular contact with parents and ongoing informal communication enabled families to influence the care provided in a natural and accessible way. This approach supported the childminder to make informed improvements that reflected the needs and preferences of the children and families using the service, resulting in care that was responsive and personalised. Families strongly agreed that they felt involved in the development of the service.

The childminder actively maintained and developed their practice through regular professional learning. This kept their knowledge up-to-date and strengthened support for children's safety, learning and wellbeing. Engagement with a wider childminding network promoted reflective practice and supported children's learning and social experiences. This supported the childminder to deliver high-quality care that was safe, consistent and responsive to the needs and rights of children.

**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 were happy and content as they played, and they engaged confidently in meaningful play and exploration using a variety of resources that supported their learning and development. The areas children accessed had been thoughtfully planned and presented in an inviting way, which encouraged them to make independent choices and follow their interests. This resulted in children experiencing stimulating, purposeful play that promoted curiosity, independence and positive progress in their learning.

The childminder used their experience and knowledge of child development to create a rich and stimulating learning environment where children's play was valued and respected. They responded enthusiastically to children's interests, and their observations, interactions and skilful questioning enhanced children's learning and curiosity. The childminder was highly attuned and responsive to children's play cues, adapting experiences to build on their ideas. As a result, children experienced play that was meaningful, challenging and enjoyable, supporting strong progress in their learning and development.

Children's experiences were further enriched through regular outings to local parks, woods and walks, which supported the development of their social skills and strengthened their connection to the local community. The childminder had carefully considered the needs and interests of individual children when planning community experiences, ensuring these outings were accessible, meaningful and enjoyable. The childminder had also shown enthusiasm for exploring new local areas to broaden children's play and learning opportunities. As a result, children benefited from varied, engaging experiences that promoted confidence, curiosity and a strong sense of belonging.

Children's learning was being monitored and tracked through observations. The information gathered was used to identify clear next steps and plan experiences that supported each child's individual development and progress. Children's learning was being shared with parents through daily conversations, observations and photos on a communication app. This supported parents to be meaningfully involved in their children's play and learning.

## 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 were relaxed and confident in the childminder's care. Warm, responsive interactions had helped them feel safe and secure, as the childminder consistently recognised their cues and engaged with them at their level. This nurturing approach had supported children's emotional wellbeing and contributed to the development of strong, trusting relationships. A family shared "[childminder] is the best child minder, myself and my children see her as family and her house is our home from home they are nurtured cared for and it is also a safe place for them I couldn't ask for anymore".

Children's wellbeing was supported through the childminder's knowledge of their individual needs. Personal plans were in place for each child, which contained relevant information about children's health, preferences and routines. These had been completed when children started and were reviewed regularly through collaboration with families. The childminder used their knowledge of children's individual needs and warm interactions to provide care which was consistent with strategies used from home.

Daily routines supported children's wellbeing and familiar patterns of the day helped them feel secure and understand what to expect, contributing to smooth and positive experiences. Snack times were relaxed and sociable, with opportunities for children to help develop their independence. The childminder sat with the children during these routines, providing reassurance, promoting safety and creating an engaging, nurturing atmosphere. As a result, children experienced calm, consistent care that supported their confidence, independence and emotional security.

Effective communication strengthened the quality of care children received. Parents felt welcomed and valued regular opportunities to discuss their child's progress. Families shared "Childminder with experience is hard to find. [childminder] is amazing, best Childminder and support for my child" and "[child] can express themselves in their environment. They always have fun games".

### 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

<b>Leadership</b>	<b>5 - Very Good</b>
Leadership and management of staff and resources	5 - Very Good
<b>Children play and learn</b>	<b>5 - Very Good</b>
Playing, learning and developing	5 - Very Good
<b>Children are supported to achieve</b>	<b>5 - Very Good</b>
Nurturing care and support	5 - Very Good

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Care Inspectorate  
Compass House  
11 Riverside Drive  
Dundee  
DD1 4NY

[enquiries@careinspectorate.com](mailto:enquiries@careinspectorate.com)

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