

Vicky's Buzy Bairnz Child Minding

Falkirk

Type of inspection:
Unannounced

Completed on:
2 March 2026

Service provided by:
Victoria Williams

Service provider number:
SP2017989007

Service no:
CS2017356119

About the service

Vicky's Buzy Bairnz provides a childminding service from a detached house in Falkirk. The childminder is registered to provide a care service for a maximum of 6 children at any one time under the age of 16, of whom no more than 3 are not yet attending primary school and of whom no more than 1 is under 12 months. The numbers are inclusive of the childminder's own family.

The service is located close to local amenities, including a school and park. Children had access to the downstairs areas of the home, which included a living room, kitchen, and toilet. They also benefitted from an enclosed garden at the rear of the property, accessible directly from the kitchen.

About the inspection

This was an unannounced inspection which took place on 2 March 2026 between 09:30 and 12:30. 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 complaints information, 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
- spoke with the childminder
- received three completed questionnaires from parents
- 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, improvements were identified relating to core assurances. We have reported where improvement is necessary within Leadership.

Key messages

- The childminder provided a welcoming and caring environment for children. This helped them feel safe and confident in the childminder's care.
- Children had fun and were actively involved in leading their own play and learning experiences.
- Personal plans should be reviewed in line with current best practice guidance.
- Children benefitted from daily access to outdoors and positive connections to the wider community.
- Mealtimes were a valuable social experience where children's independence and life skills were developed.
- The childminder should strengthen their approach to self-evaluation and improvement to support positive outcomes.

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	3 - Satisfactory / Adequate
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 3 - Satisfactory / Adequate

We evaluated this quality indicator as satisfactory/adequate where strengths just outweighed the weaknesses

The childminder had a clear vision and set of values that reflected the ethos of the service. Although these had not been reviewed or updated for some time, they were shared with all families when they first joined. We discussed the benefits of refreshing the vision, values, and aims in partnership with children and families to ensure they reflect current needs, preferences, and expectations. This collaborative approach would also help families feel more included and involved in shaping the service.

Families spoke positively about the childminder's leadership skills. One parent said, "Vicky is a very proactive communicator and very clear in her correspondence." She was described as approachable and reliable. Another parent shared, "Vicky seeks feedback on how to improve and is always open to suggestions." The childminder explained that feedback is usually given verbally, and she ensures that any issues raised are addressed promptly. A parent added, "Vicky will always liaise back if there are any issues." We discussed the benefits of keeping a record of family feedback, along with the actions taken in response. This would demonstrate how responsive she is and highlight how welcoming feedback contributes to positive outcomes for children and families.

The childminder had engaged in core training, including child protection and SCMA webinars, which supported her understanding of key responsibilities. We encouraged her to continue reviewing best practice guidance to ensure her knowledge remains current and aligned with national expectations. Strengthening this approach would support timely updates to policies and the maintenance of accurate, well organised records, such as personal plans (see area for improvement 1).

Quality assurance processes were developing; however, they were not yet established well enough to clearly identify improvements and outcomes for children. The childminder was encouraged to adopt a manageable and meaningful approach, such as using a quality assurance calendar, to support regular monitoring, reflection, and continuous improvement.

The childminder responded well to children's individual needs, interests, likes, and dislikes. While there was not yet a formal approach to self-evaluation, introducing a more structured method would further strengthen her practice. It would help highlight what is working well and identify areas for continued development. We discussed the Quality Improvement Framework for the Early Learning and Childcare Sectors: Childminding as a useful tool to support the childminder in developing a more robust approach to self-evaluation and improvement. This would help her celebrate effective practice and identify areas for development that enhance outcomes for children and families.

Areas for improvement

1. To promote children's health, wellbeing, and safety, the provider should continue to review national and local guidance to remain aligned with up-to-date best practice. They should also implement a system to review all children's personal plans at least every six months, or sooner if changes occur. This will help support the service follow current legislation and that information held is up-to-date and meaningful.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which

state that:

'My personal plan (sometimes referred to as a care plan) is right for me because it sets out how my needs will be met, as well as my wishes and choices' (HSCS 1.15).

Children play and learn 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.

Children were happy and engaged as they explored a variety of toys and materials that promoted independence, and self-led play. The calm, well organised environment enabled children to access resources freely and make meaningful choices. As a result, children were motivated, involved, and enjoying developmentally appropriate spontaneous play. A parent said, "There are always a variety of activities available for the children, tailored to their interests."

Children had opportunities to develop literacy and numeracy skills through play. A range of age-appropriate books were easily accessible for children to choose from, and resources such as paper, pens and pencils were freely available to support mark making and early writing. A parent said, "It's a wonderful environment for the children to play in," another said "She always has great toys and activities and taps into their interests. She takes an interest in what they do at school and nursery and attends school events when possible."

Interactions clearly promoted children's language development. The childminder positioned themselves at children's level during play, helping to support engagement and connection. They used a range of age-appropriate strategies, including single-word modelling, repetition, and providing commentary throughout play. These approaches effectively supported the development of vocabulary, communication skills, and language confidence. Effective questioning and providing provocations for learning, such as open-ended resources, would support richer learning experiences.

Children's learning was recorded through a closed online page accessible only to families, which included observations of their experiences. A parent said, "There is great support for early development. She knows what targets we were working on and supported that." This approach could be enhanced by demonstrating the key skills and learning children gain through their experiences and when next steps are achieved. This would help the childminder plan for and build on children's progress as it develops over time.

The childminder explained that she shared updates on children's learning with families at collection time. A parent commented, "We catch up every day, and I know if needed I could ask to spend more time talking about my children's learning." This supported families to feel involved and included in their child's learning.

The childminder made good use of the local community to enhance children's learning and play experiences. A parent shared, "Children are cycling, at local parks, farms, in the back garden with swings, slides and lots of toys, rainy days do not stop them. The childminder provides wellies and waterproofs, and they go out to see the ducks or enjoy local walks." Regular outings supported children's development, confidence, resilience, and their understanding of the wider world.

Children are supported to achieve 4 - Good

We evaluated this quality indicator as good, where there were important strengths within the setting's work and some aspects that could benefit from further improvement.

The childminder demonstrated a consistently warm and nurturing approach, placing children's wellbeing at the centre of her practice. Children were relaxed, confident, and happy within the environment, reflecting the strong, trusting relationships they had built with the childminder. They naturally went to the childminder for comfort and reassurance, showing they felt safe, valued, and emotionally supported. One parent said, "Vicky appears to care deeply about all the children she looks after and I am very confident in her care."

Nurturing approaches were clearly embedded in everyday interactions. The childminder actively sought children's ideas and opinions, responding sensitively to both verbal and non-verbal cues in ways that helped them feel included and respected. A parent shared, "My child is very secure with new people and has developed friendships and communication with notable improvements as a result of his time with the childminding service."

Interactions were warm, respectful, and supportive. A parent told us, "Vicky is loving and supportive of the children. She is easy-going and flexible and always puts the children first." The childminder positioned herself at the children's level, used a calm and gentle tone, and encouraged children to make choices about their play and routines. As a result, children were content, confident, and their individual needs were met effectively.

Children experienced an unhurried, positive mealtime. The childminder supported their independence when using cutlery and provided close supervision to promote safe eating. Interactions were playful and relaxed, with chatting and shared laughter enriching the experience. A parent commented, "Vicky looks at fun ways to introduce healthy foods and snacks."

The childminder knew each child well; however, capturing this knowledge more clearly within personal plans would help ensure children's needs, choices, and preferences are consistently reflected in their care. The childminder agreed to review and update personal plans at least every six months, or sooner if changes occur, ensuring information remains relevant and helps support children's ongoing development.

Strong, trusting relationships had been established with families. Parents were warmly welcomed into the setting at collection time, and one parent noted, "She has been invaluable to us as a childcare service and is now more like family." Regular face-to-face communication kept families informed about their child's day and supported a shared understanding of their wellbeing and progress. To build on this positive foundation, the childminder could develop more consistent and systematic ways of gathering and using family feedback. This would enhance family engagement, strengthen partnership working, and support ongoing improvement by recognising and drawing on the strength's families bring.

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	3 - Satisfactory / Adequate
Leadership and management of staff and resources	3 - Satisfactory / Adequate
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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