

# MacKay, Gillian Child Minding

Glenrothes

**Type of inspection:**  
Unannounced

**Completed on:**  
29 August 2024

**Service provided by:**

**Service provider number:**  
SP2003904567

**Service no:**  
CS2003007616

## About the service

Gillian MacKay provides a childminding service from their property in a quiet residential area of Glenrothes. The childminder is registered to provide a care service for a maximum of eight children up to 16 years of age. Numbers are inclusive of the childminder's own children. At the time of inspection, the childminder was only providing care for school aged children.

The service is close to local primary schools, shops, parks and other amenities. The children are cared for downstairs in the kitchen/diner and living room. They use the upstairs bathroom and have access to the front garden.

## About the inspection

This was an unannounced inspection which took place on 28 August 2024 between 15:55 and 17:10 hours and 29 August 2024 between 09:30 and 10:50 hours. 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 three children using the service
- received feedback from four families
- spoke with the childminder
- observed practice and children's experiences
- reviewed documents.

## Key messages

- Children experienced warm and kind interactions and as a result, had formed positive attachments with the childminder.
- Planning approaches were responsive to children's interests which enabled them to lead their play and learning.
- The childminder supported and facilitated children's play experiences and demonstrated a good understanding of how children develop and learn.
- Children experienced care in a well furnished, comfortable, and homely environment.
- The childminder was in the early stages of reflecting on their practice to identify strengths and areas for improvements.
- The childminder's approach to quality assurance should be developed to lead to continuous improvement.

## 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

How good is our care, play and learning?	4 - Good
How good is our setting?	4 - Good
How good is our leadership?	3 - Adequate
How good is our staff team?	4 - Good

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

## How good is our care, play and learning?

4 - Good

We evaluated this key question as good where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

### 1.1 - Nurturing care and support

Children experienced warm and kind interactions and as a result, had formed positive attachments with the childminder. The childminder created a relaxed atmosphere where children were enabled to feel relaxed. As a result, children told us they enjoyed coming to the childminders. Families were happy with the care their children received. Their comments included: "My child has a good bond with Gillian", and "My child looks forward to going to Gillian's and always has fun and engaging activities to do."

The childminder knew each child's individual needs and interests well. As a result, children were happy and relaxed. Some personal plans were up to date; however, others did not reflect children's current needs. Children would benefit from the childminder reviewing personal plans with families to ensure they have current information to meet children's changing needs.

Children were able to choose from a range of healthy snack options. They told us they enjoyed snack and that they were able to give the childminder snack ideas. The childminder was responsive to children's suggestions. They had opportunities to be involved in snack preparation and were encouraged to be independent which supported them to develop life skills and responsibility.

### 1.3 - Play and learning

Children enjoyed chatting and playing together. Planning approaches were responsive to children's interests which enabled them to lead their play and learning. As a result, children were engaged. A selection of resources relevant to their interests enabled them to develop a range of skills. For example, children had opportunities to be creative, problem solve and use their imagination as they designed and built houses with a range of art materials. The childminder was responsive to children, giving them time and space to lead their play independently and provided support and interaction when invited.

Children's opportunities for play and learning were enhanced through connections with their local community. For example, children told us they enjoyed going to the park after school. This enabled them to experience active, outdoor play which had a positive impact on their wellbeing and development.

The childminder recorded children's progress and achievements. This enabled them to plan experiences relevant to children's individual stages of development and interests. As a result, children were having fun.

**How good is our setting?****4 - Good**

We evaluated this key question as good where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

**2.2 - Children experience high quality facilities**

Children experienced care in a well furnished, comfortable, and homely environment. They were kept safe and protected as the service was well maintained and clean. Spaces within the kitchen and living room were well thought out and provided children with ample space to play and follow their interests. For example, children sat at the kitchen table and enjoyed art and craft activities. The living room provided a comfy, cosy area with soft furnishings where children could relax or have some alone time after school. The childminder had created a homely environment for children to play and relax which ensured they felt confident, safe and secure.

Children's stages of development and interests were well considered and reflected in the selection of resources on offer. For example, children could independently access a range of books, games, drawing and art materials. The toys and resources were rotated regularly based on children's interests which supported their engagement and challenge in play.

Children had opportunities to play outdoors in the childminder's garden and explore the local environment after they had been collected from school. One child told us: "I like going to the park and we always have fun." As a result, they had opportunities to be active and develop gross motor skills. The childminder talked confidently about the measures in place to keep children safe when on outings or walking home from school. We discussed developing risk assessments to enable them to fully reflect on their practice and signposted them to 'Keeping Children Safe' practice notes.

**How good is our leadership?****3 - Adequate**

We evaluated this key question as adequate, where strengths only just outweighed weaknesses.

**3.1 Quality assurance and improvement are led well**

The vision, values and aims had been reviewed by the childminder and reflected the service provided. This meant that families had clear expectations about their children's experiences.

Children and families feedback was gathered through daily conversation, questionnaires and technology. The use of open-ended questions encouraged children to give feedback to support improvement. These opportunities meant they had their views heard and helped them to feel included in the development of the service. As a result, children's needs and wishes were supported and met.

The childminder was in the early stages of reflecting on their practice to identify strengths and areas for improvements, for example they discussed plans to develop a sheltered space in the garden. Quality assurance processes were not yet in place. As a result, some aspects of practice such as the review of personal plans had not taken place to ensure they reflected children's current needs. We discussed how the childminder could develop their approach to quality assurance to lead to continuous improvement and support them to sustain and embed the improvements made (**see area for improvement 1**).

## Areas for improvement

1. To demonstrate how positive outcomes for children are achieved, the childminder should continue to develop quality assurance by implementing more formal systems that enable them to self assess and evaluate the service provided.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'I benefit from a culture of continuous improvement, with the organisation having a robust and transparent quality assurance process' (HSCS 4.19).

## How good is our staff team?

4 - Good

### 4.1 Staff skills, knowledge and values

Children had built positive relationships with the childminder. Families all strongly agreed they were happy with the care and support their child received. One family told us: "Gillian is very kind and always puts the children that's in her care first." Children's wellbeing was supported through responsive care where warm, kind interactions helped them to feel valued and secure. As a result, children were happy and confident with the childminder.

Some feedback from the last inspection was used constructively to develop and improve practice. For example, the childminder had introduced new ways to gather children and families views. This enabled children and families' to be listened and responded to.

Children benefitted from the childminder's engagement with some continuous professional learning such as first aid training. As a result, the childminder was knowledgeable in keeping children safe. The childminder supported and facilitated children's play experiences and demonstrated a good understanding of how children develop and learn. They recognised the benefits of social play experiences, whilst also giving children time to rest and relax after school. As a result, children told us they enjoyed coming to the childminders.

## What the service has done to meet any areas for improvement we made at or since the last inspection

### Areas for improvement

#### Previous area for improvement 1

To demonstrate how positive outcomes for children are achieved, the childminder should continue to develop quality assurance by implementing more formal systems that enable them to self assess and evaluate the service provided.

This is to ensure confidence in the people who support and care for me and is consistent with the Health and Social Care Standards which state: 'I benefit from a culture of continuous improvement, with the organisation having a robust and transparent quality assurance process.' (HSCS 4.19).

**This area for improvement was made on 21 August 2023.**

#### Action taken since then

The childminder was in the early stages of reflecting on their practice to identify strengths and areas for improvements. Quality assurance processes were not yet in place. This area for improvement has not been met and remains in place.

### 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

How good is our care, play and learning?	4 - Good
1.1 Nurturing care and support	4 - Good
1.3 Play and learning	4 - Good
How good is our setting?	4 - Good
2.2 Children experience high quality facilities	4 - Good
How good is our leadership?	3 - Adequate
3.1 Quality assurance and improvement are led well	3 - Adequate
How good is our staff team?	4 - Good
4.1 Staff skills, knowledge and values	4 - Good



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