

# Roisin Kibble Childminding Child Minding

Edinburgh

**Type of inspection:**  
Unannounced

**Completed on:**  
3 October 2024

**Service provided by:**

**Service provider number:**  
SP2015987612

**Service no:**  
CS2015343224

## About the service

Roisin Kibble Childminding is registered to provide an early learning and childcare service to a maximum of seven 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 children of the childminder's family/household.

When the childminder is working together with an assistant, they may care for a maximum of nine children at any one time up to 16 years of age: of whom no more than 7 are under 12 years; of whom no more than five are not yet attending primary school and of whom no more than one is under 12 months. Numbers include the children of the childminder's family/household. Carole Kirk is employed as an assistant. Minded children cannot be cared for by persons other than those named on the certificate. Overnight care will not be provided. Roisin Kibble Childminding is the provider.

The service is provided on the ground floor of a residential property in Edinburgh which is the childminder's home. The property has an enclosed garden. The service is next to local transport routes and near shops and schools.

## About the inspection

This was an announced inspection which took place on Tuesday 1 October 2024 between 11:30 and 13:30. We gathered further information from the provider on Thursday 3 October via a Microsoft teams call. To prepare for the inspection we reviewed information about this service. This included the last inspection report, information submitted by the service and intelligence gathered since the last inspection. In making our evaluations of the service we:

- received two responses from parents to our electronic requests for feedback
- spoke with and interacted with children
- spoke with the childminder
- observed practice and children's experiences
- reviewed documents relating to children's care and learning and the management of the service.

We provided feedback to the childminder on Thursday 3 October 2024.

## Key messages

Children's emotional wellbeing and social development benefitted from warm, nurturing relationships with the childminder.

Children were empowered to lead their play and learning. This resulted in children achieving developmental progress as they pursued their interests within a child centred ethos.

Children and families' views were actively sought to inform the development of the setting. In this way, children and families were provided with a sense of ownership of the service in the spirit of a genuine partnership.

Quality assurance, including self-evaluation and improvement plans, were in place and led to continuous improvements. This helped secure positive outcomes for children.

## 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?	5 - Very Good
How good is our setting?	5 - Very Good
How good is our leadership?	5 - Very Good
How good is our staff team?	5 - Very Good

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

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

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 1.1: Nurturing care and support

Children's emotional wellbeing and social development benefitted from warm, nurturing relationships with the childminder. The childminder was emotionally available for children, effectively validated their feelings and offered comfort. This contributed to the creation of secure attachments. The childminder further demonstrated their knowledge of attachment theory, as they tailored transition plans to help individual children settle into their setting. Sensitive attunement and skilful approaches, such as adapting to children's pace and facilitating children's interests, resulted in children feeling safe and achieving developmental progress.

Mealtimes provided further opportunities for the childminder to create strong connections with the children which enhanced their social development. The childminder sat alongside children as they ate in an unhurried and relaxed atmosphere. Praise and encouragement were expressed by the childminder. This helped children to develop a healthy relationship with food. The childminder respected children's views as they were consulted with on menu planning. This extended to children being involved in purchasing foods from the local community, which provided opportunity to extend children's numeracy and literacy skills. Children's life skills broadened as they engaged in cooking experiences, for example making pizza and baking.

Personal planning was completed and reviewed in collaboration with children's parents and provided an all-round insight into children's individual needs, preferences and wishes. Information from personal plans was purposefully used by the childminder to promote continuity of care for children, for example by reflecting routines at home. The childminder was developing quality assurance processes to help ensure children's personal plans were reviewed regularly. At the time of the inspection, no children required medication to be administered. However, an effective medication policy was in place, informed by best practice guidance. This provided children and families with confidence that the childminder was well equipped to meet children's medical needs.

### Quality indicator 1.3: Play and learning

Children were empowered to lead their play and learning. We observed children independently select their preferred resources. Children confidently expressed how they wanted to spend their time. The childminder was responsive to children's voices and skilfully facilitated play and learning opportunities, so children felt heard and respected. After greeting their parents at collection time, the children wanted to continue playing. In this way, children communicated their enjoyment and chose to be at their setting.

The childminder actively listened to and pursued children's interests. For example, a child was interested in fire engines. The childminder facilitated an outing to enable a child's wish to experience fire engines first hand to be fulfilled. The childminder then provided opportunities for the child to consolidate their learning through play, for example through role play. Skilful interactions were used to extend the child's thinking and widen their skills. The childminder noticed how the child's knowledge and understanding had increased.

This demonstrated the childminder's genuine dedication to enable children to progress well within a child centred ethos.

Skilful interactions were used by the childminder to develop children's skills in language, literacy and numeracy. This was achieved through daily routines, spontaneous and planned activities. For example, at lunch time, the childminder naturally incorporated many references to mathematical language in a meaningful way. The childminder positioned themselves at children's level, modelled active listening skills and represented a positive language model. Children's curiosity was promoted as the childminder asked appropriate, thought provoking questions. These effective approaches resulted in successful outcomes for children's learning and development.

The wellbeing indicators were used to document children's developmental progress. We provided some suggestions on ways the childminder could strengthen the recording of children's observations to help highlight the significance of children's achievements. Photographs of children engaged in play and learning were shared with parents. The childminder was receptive to our suggestion to consider also using photographs in floor books to enable children to be involved in documenting their learning and the evaluation of this. We provided suggestions on connections the childminder could make to children's rights and the Health and Social Care Standards (Scottish Government, 2017). This will all help further demonstrate the childminder's sound knowledge of child development, relevant theory and best practice to empower children to achieve their full potential.

## How good is our setting?

**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 2.2: Children experience high quality facilities

The setting was well furnished, comfortable and homely. Soft furnishings provided children with the opportunity to rest and relax, as they wished. Natural light positively contributed towards children's health and wellbeing. The garden was accessible to children from the main playroom. This helped facilitate outdoor play and promoted children's choice and independence. Overall, the home from home environment enhanced children's sense of belonging.

The childminder had reflected on the design of the indoor and outdoor spaces as part of the setting's improvement plan. Action taken included reducing the volume of toys and rotating these to reflect children's needs and interests. These changes positively impacted on children's play and learning as the children engaged in more sustained play and became more resourceful as they used their imaginations. The resources reflected children's different stages of development and enabled children to develop a broad range of skills. Children were empowered to help risk assess the environment, for example helping to dry equipment outside. This increased children's sense of responsibility. To further enhance the play spaces, the childminder was receptive to our suggestion to develop the use of provocations (the way resources are displayed). Provocations can help provoke children's curiosity to investigate and explore and ultimately empower children to lead their play and learning.

Effective systems were in place to promote children's safety, health and wellbeing. Children were familiar with handwashing routines before and after eating.

The childminder had undertaken training in food safety and infection prevention and control. Knowledge from this had been applied and resulted in a clean, well maintained environment. Accidents were well-documented. As part of their commitment to making continuous improvements, the childminder had reflected on accidents and identified any learning to improve outcomes for children.

## How good is our 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: 3.1: Quality assurance and improvement are led well

The setting's vision, values and aims meaningfully reflected family's needs and wishes. These included creating a home from home environment and building positive relationships. The childminder had successfully applied their knowledge of attachment theory to create secure attachments with children. These strong connections resulted in a sense of belonging and extended family for children. Children wanted to continue their relationship with the childminder once they had moved on from the service. Parents' comments included; "Roisin is great, she is approachable and friendly. She always goes over and above and nothing is ever an issue for her. I love that we have a great relationship with one another; it's positive and friendly and professional". "My child is always happy to go to Roisin's and is always happy when telling me about their day".

Children and families' views were actively sought to inform the development of the setting. The childminder was committed to actively seeking constructive, insightful feedback from children and parents to help shape their own professional development. This included using a platform so the questionnaires could be changed to anonymous. The childminder gained inspiration from best practice documents to improve the wording of questions. The feedback gathered was complimentary. Where areas for improvement had been suggested by children and parents, the childminder had acted upon these. This included using an app to share regular, electronic updates with parents in relation to children's routines and development. In this way, children and families were provided with a sense of ownership of the service in the spirit of a genuine partnership.

Quality assurance, including self-evaluation and improvement plans, were in place and led to continuous improvements. The childminder had used 'A quality framework for daycare of children, childminding and school-aged children' (Care Inspectorate, 2022) to help reflect on the setting's strengths and identified areas for improvement, some of which have been mentioned within our report. We provided some suggestions on how to strengthen the documentation of the setting's journey of improvement, for example by elaborating on the desired and actual outcomes of any improvement made for children. This will help make quality assurance processes more robust.

**How good is our staff team?****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 4.3: Staff deployment**

The childminder effectively used their management and leadership skills to ensure staff deployment resulted in positive outcomes for children. Families were kept well informed of the assistant's role. The childminder facilitated opportunities for children and families to build meaningful connections with the assistant. Key information was proactively shared to help promote continuity of care. The assistant had undertaken learning and development opportunities to increase their knowledge and skills, for example child protection and first aid training. The childminder had used role modelling, mentoring and coaching to inspire the assistant's practice. This included sharing their knowledge of different types of play, such as using open ended resources to promote children's creativity and imaginary play. The childminder embraced the assistant's strengths which complemented the setting's vision, values and aims. For example, the assistant facilitated kind, caring interactions with children which helped to promote their emotional and social development.

Parents' comments included; "Rosin does have an assistant, but she is not always used. However, the times that she has looked after my child have always been happy experiences".

**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?	5 - Very Good
1.1 Nurturing care and support	5 - Very Good
1.3 Play and learning	5 - Very Good
How good is our setting?	5 - Very Good
2.2 Children experience high quality facilities	5 - Very Good
How good is our leadership?	5 - Very Good
3.1 Quality assurance and improvement are led well	5 - Very Good
How good is our staff team?	5 - Very Good
4.3 Staff deployment	5 - Very Good



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