

# Childminding as a Host Child Minding

Edinburgh

**Type of inspection:**  
Unannounced

**Completed on:**  
23 October 2024

**Service provided by:**

**Service provider number:**  
SP2013985089

**Service no:**  
CS2013318700

## About the service

Childminding as a Host offers a specific type of service to children aged 12 years and above. Lorraine Forbes, is a host for children who attend boarding school in Scotland, but their residence is abroad. When required some of these children are hosted in a family home. Hosting children under the age of 16 years requires a person to be registered as a childminder with the Care Inspectorate.

Lorraine Forbes, the childminder, operating as Childminding as a Host is registered to provide a care service to two children at any one time aged from 12 years who are attending a school care accommodation service (as defined in the Public Services Reform (Scotland) Act 2010, Schedule 12, paragraph 3). Overnight care will be provided.

The service is close to local primary schools, parks and other amenities. Children have access to a bedroom, living room, dining room and kitchen.

## About the inspection

This was an unannounced inspection which took place on Wednesday 23 October between 09:20 and 10:50. 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 one young person using the service
- spoke with the childminder
- observed interactions between the childminder and young person
- spoke with a representative from the agency the childminder worked for
- reviewed documents.

## Key messages

- The childminder fostered positive, respectful, and trusting relationships with children and young people in their care.
- The nurturing, homely environment ensured that each child and young person felt supported during their transition between home and school.
- The childminder's attention to emotional support, respect for cultural diversity, and encouragement of independence created a safe, inclusive, and supportive environment where children and young people felt comfortable.
- The childminder's home provided a safe, comfortable, and age-appropriate setting, fostering a sense of community, responsibility, and cultural inclusivity.

## 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?	4 - Good
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.

### Quality Indicator 1.1: Nurturing care and support

To ensure that children and young people's care and support needs could be met, an induction form was completed before they came to stay with the childminder. This form gathered information about the child or young person's, medical needs, dietary preferences, likes and dislikes. The childminder made contact with the child or young person and their parents before they came to stay at their home in order to start building relationship with them.

During our visit, we observed that the childminder had created a warm and supportive environment for children and young people. The young person we met, despite only being in the home for a few days, confidently helped themselves to breakfast, showing that they felt at ease in the setting. This reflected the childminder's ability to foster a welcoming atmosphere where children and young people felt safe, comfortable, and independent.

It was clear that the childminder had established a positive and trusting relationship with the young person, built on mutual respect. The interactions between them were relaxed and friendly. There was a strong family ethos in the childminder's home. The young person had been introduced to and welcomed by the childminder's extended family, enhancing their overall experience and sense of belonging. This further enriched their time in the childminder's home, supporting a sense of community and shared experiences.

The childminder showed an awareness of the emotional needs of the young person currently in their care. Their approachable manner encouraged the young person to feel at ease, creating an environment where they could openly share their thoughts and feelings. The childminder was sensitive to the challenges that children and young people in boarding school, may face, including homesickness or adjustment to an unfamiliar country. They provided nurturing care and offered opportunities for the young people to express concerns and talk about their experiences.

### Quality Indicator 1.3: Play and learning

The young person we met expressed happiness about being able to ride the childminder's family horse, a new experience they enjoyed. The childminder and young person had also made plans to cycle together on the local cycle paths that connected various parts of Edinburgh, promoting both physical activity and shared time together. The young person spoke about outings, such as a trip to the shops, visiting family and a trip the airport to drop off another young person, illustrating the childminder's inclusion of them in real life experiences.

We also noted that the young person felt they had the space and support to study and relax as needed. The childminder's home offered a comfortable environment where quiet study was encouraged, and the young person had the flexibility to balance their studies with leisure time. The childminder's daughter, who was a teacher, further contributed to this by offering support with the young person's studies, showing a keen interest in their progress.

The childminder demonstrated their attentiveness to the young person's interests by sourcing a film they had not watched before, which was a thoughtful way to engage them. The young person was also involved in helping with a challenging puzzle, a long-standing feature in the home, providing a fun yet complex activity that had been enjoyed by many students in the past. Additionally, the young person assisted the childminder with setting up their new phone, further contributing to the sense of partnership and involvement in everyday tasks.

Cultural diversity was actively supported in the childminder's care. The young person was given opportunities to engage in both leisure activities that introduced them to Scottish culture and language and those connected with their own cultural background. The childminder encouraged the sharing of traditions and offered space for activities that allowed the young person to share their culture, including hobbies or cooking from their home country.

## 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.

### Quality indicator 2.2: Children experience quality facilities

The childminder had created a warm and homely environment that catered to the needs of the young people in their care. The home was clean and well-maintained to provide both comfort and privacy, ensuring that the space felt welcoming, safe and lived in. The young person appeared satisfied with the facilities and spoke positively about the spaces available to them, including access to outdoor areas for physical activities and fresh air.

The two dedicated bedrooms for children and young people were side by side, offering privacy when needed, but close enough to allow connection should they want it. Both rooms were homely and comfortable, with natural light, creating a warm atmosphere. Each bedroom was equipped with a desk and ample storage, providing suitable areas for study and personal belongings. This allowed the young people to have their own private space, essential for their independence and emotional wellbeing.

The young person we met during our visit was clearly at ease within the home. They spoke about how nervous they had been, initially worrying about what they would do when they woke up in the morning. However, during our visit, we observed that the young person was very comfortable. We were present when they woke and saw them confidently enter the dining room to greet the childminder and the inspector. They sat down to enjoy breakfast at the table with us, demonstrating a sense of ease and familiarity with the routine. After finishing their meal, they cleared their dishes and placed them in the kitchen, a clear indication that they felt a sense of responsibility and belonging in the home.

The young person spoke about the house rules, which included practical guidelines such as turning lights off when not in use and being mindful of noise, particularly first thing in the morning and at night. These rules fostered a sense of respect for others in the home while encouraging responsible behaviour.

The dining table was a central space for meals, further providing the feeling of a homely, family atmosphere. The living room, with its comfortable couches and personal touches, added to the home's warm and inviting feel, making it a suitable space for relaxation or access the age-appropriate films and games. The young person appeared to appreciate the balance between having a private space for study and family areas for

connection and social interaction. Furthermore, the childminder provided opportunities for the young people to help in the kitchen, where they could prepare meals or snacks. This not only encouraged independence but also gave them a chance to engage with Scottish culture and their own cultural background through food. However, the young person we met declined this offer, declaring with humour that their cooking skills were "horrible".

## How good is our leadership?

4 - Good

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

### Quality indicator 3.1: Quality assurance and improvement are led well

The childminder approached their work in an informal yet effective manner, drawing on years of experience to foster a welcoming and family feel environment where children and young people felt comfortable and valued. Through strong relationships and open communication, the childminder created opportunities for ongoing feedback from the children and young people themselves, as well as from their parents and the agency they worked for. This regular and open exchange helped the childminder continuously assess satisfaction and adjust their approach as needed.

Through events, arranged by the agency, the childminder met with other childminding hosts to share best practices and foster a supportive network. These gatherings provided an opportunity for them to collaborate, exchange ideas, and discuss challenges they may have faced in caring for children and young people for short periods of time. This helped the childminder to gain valuable insights that enhanced their understanding of child development and strategies. Such a collaborative approach led to improved outcomes, ensuring the needs of children and young people were met more effectively.

To ensure their practice remained relevant and effective, the childminder stayed informed about best practice, particularly in areas such as emotional wellbeing, independence, and educational support. For international children and young people, the childminder made specific efforts to provide cultural and emotional support, understanding the unique challenges they faced, such as adjusting to boarding school life in a foreign country. This supported children and young children's overall wellbeing and happiness.

## How good is our staff team?

4 - Good

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

### Quality indicator 4.1: Staff skills, knowledge and values

The childminder demonstrated an understanding of child and young people development and the unique needs of older children. Their years of experience equipped the childminder with the awareness of the developmental challenges young people may face, such as mental health concerns and a growing sense of independence. It was clear that the childminder interacted with young people in a manner that was respectful, patient, and understanding of the unique challenges they may have faced, such as homesickness. This approach reflected their dedication to creating an inclusive environment that promoted each child's self-esteem, mental wellbeing and confidence.

The childminder had completed safeguarding lead training and served as the assistant child protection officer for the childcare agency they worked for. This advanced training enhanced their ability to identify and address safeguarding concerns effectively, ensuring that young people remain safe and protected within their care. Furthermore, their expertise enabled them to share vital knowledge and best practices with colleagues, fostering a culture of safety across the agency and ultimately contributing to a more secure environment for all children in their care. The representative we spoke to from the agency spoke highly of the childminder, describing them as "The very best host and fabulous".

## 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

The childminder should attend child protection and first aid training to further support the delivery of the service.

National Care Standards for Early Education and Childcare up to the age of 16:

Standard 3 - Health and wellbeing.

Standard 14 - Well-managed service.

**This area for improvement was made on 28 August 2015.**

#### Action taken since then

On following up on this area for improvement we have considered it as met. The childminder had completed safeguarding lead training meaning they had the suitable skills in knowledge in safeguarding children and young people. Since the last inspection, the childminder had attended first aid training. The most recent certificate was in need of updating and the childminder had made arrangements to attend training.

**This area for improvement had been met.**

#### Previous area for improvement 2

The childminder should consider further methods for young people and organisations that use her service to be able to give their views about key aspects of the service. A record of any feedback and changes made as a result should be kept.

National Care Standards for Early Education and Childcare up to the age of 16:

Standard 13 - Improving the service.

**This area for improvement was made on 28 August 2015.**

#### Action taken since then

On following up on this area for improvement we have considered it as met. The current system for gaining feedback was in line with what was appropriate for this setting at the time of our inspection.

**This area for improvement had been met.**

## 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?	4 - Good
3.1 Quality assurance and improvement are led well	4 - Good
How good is our staff team?	4 - Good
4.1 Staff skills, knowledge and values	4 - Good

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