

# Potter, Angeline Child Minding

Livingston

**Type of inspection:**  
Unannounced

**Completed on:**  
10 October 2024

**Service provided by:**

**Service provider number:**  
SP2003906416

**Service no:**  
CS2003012697

## About the service

Angeline Potter provides a childminding service from their property in a quiet residential area of Ladywell, Livingston. The childminder is registered to provide a care service to a maximum of six children at any one time under the age of 16 of whom:

- a maximum of six will be under 12 years
- no more than three are not yet attending primary school
- no more than one is under 12 months.

Numbers are inclusive of the childminder's family. Minded children cannot be cared for by persons other than those named on the certificate. No overnight care will be provided. At the time of our inspection, 10 children were registered with the service.

The service is close to local primary schools, shops, parks, and other amenities. The children are cared for in the living room, dining area and kitchen, with access to the downstairs toilet. Children also have access to large, enclosed back garden.

## About the inspection

This was an unannounced inspection which took place on Thursday 10 October between 09:30 and 12:15. 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. To inform our evaluation we:

- spoke with children using the service and received feedback from five families
- spoke with the childminder
- observed practice and daily life
- reviewed documents.

## Key messages

Children experienced genuinely warm, caring and nurturing interactions. Their individual needs and cues were understood and responded to effectively.

Children's right to play was supported by a balance of planned and spontaneous experiences.

The childminder had successfully created a homely, inclusive environment for children to purposefully play and relax which ensured they felt safe and secure.

The childminder demonstrated a strong commitment and passion to providing and improving positive outcomes for children.

The childminder should consider documenting planned improvements to demonstrate and measure the impact that improvements had made to enhance 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

It was evident that good attachments had been formed between children and the childminder and that children felt secure in their care. As a result, children were settled and happy. The childminder had developed strong relationships with families they provided care for and worked hard to build supportive partnerships with the parents by being open and approachable. All parents who provided feedback told us that they had a strong connection to the childminder. One parent said, "I can go to them with any issues and always feel heard, communication is brilliant and we always feel welcome."

The childminder worked in partnership with families to ensure effective information sharing. This supported children to experience high quality care where they were nurtured, loved, and respected. Personal plans were in place for each child. The plans contained key information to provide consistency in care, support children's development and meet their needs, wishes and choices. Plans were updated regularly, a minimum of every six months, or sooner if key information changed. The childminder was keen to further involve children in reviewing and updating their personal plans to ensure that the information fully respected their wishes and that they felt included and valued. Parents told us that they felt included in reviewing and updating their child's plan. A parent told us, "I am always informed and I am kept updated about my children's care and development. My childminder always asks about their development at home."

Children experienced a relaxed and sociable snack time with their peers. Highchairs were positioned at the table to support all children to feel included. These experiences allowed children to build their social skills in a way that was right for them. Children helped to prepare snacks and were encouraged to self-serve and pour their drinks, helping them to develop life skills independently. Food was healthy and nutritious, which encouraged children to develop a healthy relationship with food.

No children were receiving medication at the time of inspection; however, the childminder spoke confidently about how to store and administer medication. A medication policy and related paperwork was in place and in line with best practice guidance.

### Quality indicator 1.3: Play and learning

Children were happy and having fun playing with friends and the childminder. They could make independent choices about where they wanted to play and what they wanted to play with. This was supported by play spaces which were regularly updated and refreshed to support children's interests. For example, musical instruments were introduced to support a child's interest in music. This supported children to lead their play and learning.

The childminder had introduced some open ended materials for children to explore. This encouraged their curiosity and problem solving skills. For example, a boat had been created from a cardboard box and children enjoyed exploring little jars filled with natural resources, such as shells.

Sensory play provided opportunities for children to develop curiosity through exploring textures. A parents told us, "Children get to experience messy play and experimental play with shaving foam and corn flour."

Play experiences developed children's skills in language, literacy and numeracy. Children used buttons for counting when engaged in imaginary play. Age appropriate board games were available for all ages and books were invitingly displayed on a bookcase for children to self-select.

Children's achievements and successes were shared with children and parents through WhatsApp, and progress was also recorded using development records. The childminder recognised that records of children's progress and possible next steps in learning could be developed to be more concise. They eagerly welcomed advice to support them to develop this further. This should help to clearly show each child's story of learning in one place and offer opportunities for children to revisit, reflect and to plan for their future experiences.

Children experienced daily outdoor play opportunities which kept them active and allowed them to have regular fun playing outdoors. Going to the local parks and woodland afforded children the opportunity to appreciate the benefit of being outdoors and the natural world around them. This contributed to children's wellbeing and opportunities to engage in risk benefit play experiences. Weekly visits to the local toddler group allowed children to be included in their local community and build new friendships. Parents appreciated the daily outdoor play experiences and community involvement. One parent told us, "Children always have access to the garden no matter the weather. There is also lots of parks and places for fun walks for them to go to."

## 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

Children experienced a homely, thoughtfully planned environment. There was plenty of natural light and the setting was well ventilated and comfortably furnished. Play spaces had been carefully planned to support children's needs and help them to feel included. The setup of the environment gave a strong message to children that they mattered, where they had ample spaces which were clearly defined for their needs. Children were given opportunities to make choices and lead their play. They could independently choose from the accessible range of interesting play materials. As a result, children benefited from a range of stimulating open spaces to enhance play experiences.

Children benefited from an easily accessible large back garden which was equipped with a range of exciting open ended play resources. Tyres and planks allowed them to set up obstacle courses, practise balancing skills and take appropriate risks in their play. This helped them to develop confidence and self-worth.

Children were kept safe and protected as the service was well maintained and clean. Effective infection prevention and control measures were in place. The childminder had effectively considered and introduced procedures to minimise the potential spread of infection. For example, individual hand washing and drying facilities following nappy change.

Children and families' personal data was securely stored, and the childminder had registered with the Information Commissioner's Office. This helped to protect children and families' privacy.

## 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 childminder demonstrated a strong commitment and passion to providing and improving positive outcomes for children. They did this through keeping up to date with best practice guidance and improving their practice in line with knowledge gained. For example, they recently researched about the importance of open ended play materials to support children's creative development and thinking skills. As a result, increased the opportunities on offer to children.

Regular self-evaluation had resulted in a number of improvements to the service. The childminder used the best practice document 'A quality framework for daycare of children, childminding and school-aged childcare' (Care Inspectorate, 2022) to evaluate their service. They recorded what worked well to support children's care, play and learning, and considered what could be improved to enhance outcomes for children. For example, the childminder planned to improve active play opportunities for older children. They used the best practice guidance, 'My active world' (Care Inspectorate, 2022) to consider ideas for improvement. Planned improvements included yoga and dance. This would help older children to choose to have an active life and participate in a range active experiences to benefit emotional and physical health.

Parents had opportunities to share feedback and influence improvements, through daily conversations and messaging. This helped to build positive relationships and to ensure that children's needs were consistently met. Families unanimously informed us that they felt involved in a meaningful way to help develop the service. One parent added, "Angie keeps us fully informed of everything they do or is thinking about, and asks our child to be involved in decisions that affect them."

Moving forward, the childminder could consider recording the impact that improvements had made to enhance positive outcomes for children. This could support the childminder to demonstrate their commitment to improvement. This would also help them to further reflect on where changes had positively impacted on service provision and play experiences, and plan future improvements. We discussed the benefits of making use of the Care Inspectorate's improvement website, called 'The Hub', for ideas and guidance in providing a quality service. The bitesize videos about self evaluation could be used to help to reflect on what was working well, and where further improvements could be made.

## 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 4.1: Staff skills knowledge and values

Children experienced warmth and kindness from the caring childminder. This helped them to feel valued, loved and secure.

Through discussion it was clear that the childminder was attuned and responsive to the individual needs of the children which helped to form close attachments. Parents appreciated this and one parent told us, "There is a warm and loving welcome every morning."

The childminder was committed to developing their skills through training and reading best practice documents to ensure best outcomes for children. They had recently been trained in how to support children's emotional wellbeing, and how to improve children's learning through play opportunities. To support children's health and wellbeing, they read the best practice guidance, 'Setting the table' (Early Years Scotland, 2024). From this research, they flavoured water by adding fruit to it. This encouraged children to stay hydrated, contributed to children's good oral health, and promoted healthy lifestyles.

A wish list kept by the childminder demonstrated their commitment to continually improve their practice. Forward plans included language development to support children in their care as they develop language and communication skills.

A reflective log of training was kept to remind the childminder of their learning from training and research. Moving forward they could record what they changed in their practice to make improvements and the impact that it had on improving outcomes for children. This could help them to deepen their understanding about the importance of their role and how they can continue to develop their practice further.

## 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
4.1 Staff skills, knowledge and values	5 - Very Good



## To find out more

This inspection report is published by the Care Inspectorate. You can download this report and others from our website.

Care services in Scotland cannot operate unless they are registered with the Care Inspectorate. We inspect, award grades and help services to improve. We also investigate complaints about care services and can take action when things aren't good enough.

Please get in touch with us if you would like more information or have any concerns about a care service.

You can also read more about our work online at [www.careinspectorate.com](http://www.careinspectorate.com)

## Contact us

Care Inspectorate  
Compass House  
11 Riverside Drive  
Dundee  
DD1 4NY

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

0345 600 9527

Find us on Facebook

Twitter: @careinspect

## Other languages and formats

This report is available in other languages and formats on request.

Tha am foillseachadh seo ri fhaighinn ann an cruthannan is cànan eile ma nithear iarrrtas.

অনুরোধসাপেক্ষে এই প্রকাশনাটি অন্য ফরম্যাট এবং অন্যান্য ভাষায় পাওয়া যায়।

یہ اشاعت درخواست کرنے پر دیگر شکلوں اور دیگر زبانوں میں فراہم کی جاسکتی ہے۔

ਬੇਨਤੀ 'ਤੇ ਇਹ ਪ੍ਰਕਾਸ਼ਨ ਹੋਰ ਰੂਪਾਂ ਅਤੇ ਹੋਰਨਾਂ ਭਾਸ਼ਾਵਾਂ ਵਿਚ ਉਪਲਬਧ ਹੈ।

هذه الوثيقة متوفرة بلغات ونماذج أخرى عند الطلب

本出版品有其他格式和其他語言備索。

Na życzenie niniejsza publikacja dostępna jest także w innych formatach oraz językach.