

# Purdie, Angela Child Minding

Livingston

**Type of inspection:**  
Unannounced

**Completed on:**  
16 October 2024

**Service provided by:**

**Service provider number:**  
SP2012983973

**Service no:**  
CS2012311066

## About the service

Angela Purdie provides a childminding service from their property in a quiet residential area in Livingston, West Lothian. 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:

- 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. At the time of our inspection, two children were registered with the service. The childminder is currently working part time as they also work in daycare of children's services.

The service is close to local primary schools, shops, parks, and other amenities. Children are cared for in the living room and kitchen, with access to the downstairs bathroom. Children also have access to a large enclosed garden. However, the service is currently being mostly delivered from public spaces, such as parks and local amenities. We report on this in key question 3 'How good is our leadership.

## About the inspection

This was an unannounced inspection which took place on Thursday 10 October between 12:45 and 14:00. 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 two families
- spoke with the childminder
- observed practice and daily life
- reviewed documents

**Key messages**

The childminder is currently working part-time as they also work in daycare of children's services.

Children were cared for with warmth and kindness by the childminder who knew them well. As a result, secure relationships had formed where children were comfortable.

To support children's overall care, wellbeing, and learning needs, the childminder should develop their understanding about the purpose of personal plans. They should then introduce plans for all children which are meaningful, working documents.

A range of experiences and opportunities were available for children to enjoy. These were mainly in the outdoors and indoor community spaces.

Observations of how children were learning through their play could be recorded and used to plan experiences and next steps. This would help children to make good progress in their development.

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?	3 - Adequate
How good is our setting?	3 - Adequate
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?

3 - Adequate

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

### Quality indicator 1.1: Nurturing care and support.

Children were happy and relaxed in the care of the childminder who was loving and respectful. It was obvious that good attachments had been formed and that children felt secure in the childminder's care. The childminder had developed strong relationships with the families they provided care for and worked hard to build supportive partnerships with the parents by being open and approachable. This was confirmed by a parent who told us, "My child has a beautiful relationship with Angie, they love them fiercely and is fully comfortable and settled in their care. My child tells me 'My Angie' is the best."

Both children had a personal plan, however, these were not regularly reviewed and updated in line with best practice guidance. Children should have a plan to inform and support the current care provided. This should be agreed in partnership with parents, to ensure a consistent approach to caring for individual children. Personal plans should set out how a child's individual needs will be met, as well as their wishes and choices. The childminder should develop their understanding about the purpose of personal plans and introduce plans for all children which are meaningful, working documents. This is to support children's overall care, wellbeing, and learning needs. We signposted the childminder to Care Inspectorate guidance: Guide for Providers on Personal Planning: Early Learning and Childcare (Care Inspectorate, 2021) **(see area for improvement 1).**

Children's sessions were short and regularly based outdoors in the community, where they had opportunities to be physically active. Children usually had picnic snacks outdoors or at local cafe's while being cared for by the childminder. When in the childminder's home, children also sat together at the table. This provided experiences where children could socialise and to have time to chat to each other and the childminder.

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's experiences were mostly provided out and about in the community. This encouraged active play and allowed them to have regular fun playing outdoors. Such experiences contributed to wellbeing and engagement in risk benefit play experiences. Opportunities included strawberry picking and regular visits to the nearby woods afforded children to appreciate the benefits of the natural world. Children and parents appreciated the outdoor learning opportunities. One parent told us, "My child loves being outdoors with Angie and going out to soft play and playing at the park."

Developing communication and numeracy skills were supported during visits in the local community.

Photographs showed children at play collecting and counting sticks and leaves. Communication was supported through discussions about experiences and opportunities in the moment. On occasion when in the childminder's home, play resources such as pom poms and counting bears helped children to develop their understanding of counting and quantity.

Literacy opportunities could be further enhanced through children having more opportunities in the childminder's home to independently access a wider range of books, creative materials and mark making resources. This could encourage children to develop a love for reading, writing and drawing.

Observations of how children were learning through their play could be recorded and used to plan experiences and next steps. This would help children to make good progress in their development. This would support the childminder to plan appropriate high-quality play experiences, based on children's needs. Sharing photos of the children playing with them would allow them to revisit and reflect on their learning. This could also support them to build on language skills and help them to be involved in planning future play experiences (**see area for improvement 2**).

### Areas for improvement

1. To support children's wellbeing, learning and development, the childminder should further develop personal plans for each child to show how their needs are being identified and met. This should be done in consultation with parents and reviewed when there is a significant change in a child's health, welfare or safety needs, or at least once in every six-month period. To understand the purpose of personal plans, the childminder should refer to the best practice guidance, 'Guide for Providers on Personal Planning, Early Learning and Childcare' (Care Inspectorate, 2021).

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).

2. To ensure that future play experiences remain sufficiently challenging for young children as they grow and develop, the childminder should develop their skills in planning, observing, and recording children's development and learning through play. This should include, but is not limited to, using the best practice guidance: Realising the Ambition: Being me (Education Scotland, 2020) and Growing my potential (Care Inspectorate, 2022). The childminder should use their observations to reflect and plan new learning opportunities in consultation with children and parents.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'As a child, my social and physical skills, confidence, self-esteem, and creativity are developed through a balance of organised and freely chosen extended play, including using open ended and natural materials' (HSCS 1:31).

### How good is our setting?

### 3 - Adequate

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

#### Quality indicator 2.2: Children experience high quality facilities.

The childminder's home was warm, clean, and well-ventilated with plenty of natural light. Children had space to play and to rest and relax on soft furnishings. Facilities for children when in the childminder's care were mostly in the local community. This provided a wealth of experiences and opportunities with natural play resources. One example was regular trips to the local children's farm which allowed children to interact with and learn about how to care for animals. However, while children had access to fresh air, warmth and shelter when needed, the comforts of a homely and private environment were not often available.

Limited visits to the registered premises meant that children did not have regular space for their belongings and for their artwork or photographs to be on display. Children were therefore not given a strong sense from the setting that they mattered. The childminder should provide a responsive service based on children's needs and wishes, including frequent access to the registered domestic premises (**see area for improvement in key question 3**).

Direct access to the garden offered opportunities for children to move freely from inside to out. The interesting garden had a decked area where children could engage in craft activities to support their developing creativity skills. The grassed area had a mud kitchen and fairy garden. To enhance purposeful play opportunities for children, consideration could be given to revamping this part of the garden. The childminder's home had direct access to Dechmont law, this contributed to children's physical health, though providing active play opportunities.

Children were kept safe and protected as the service was well maintained and clean. The childminder had effectively considered and introduced procedures to minimise the potential spread of infection. For example, washing hands when coming inside after playing in the garden.

## How good is our leadership?

### 3 - Adequate

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

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

The childminder provided a warm and welcoming service, helping children to feel loved, safe and secure. They engaged with families and asked for feedback about the service through informal chats. This helped parents to feel included. Parents appreciated this and one parent told us, "Angie is the warmest, most welcoming person I have met. She's always open to chatting on the phone, at drop off or collection or if I want to pop round at any time."

The childminder was committed to give children positive experiences. However, the registered premises should be used regularly as part of a flexible and responsive service to meet children's changing needs. This would ensure that children's needs were fully met and that their rights were being respected (**see area of improvement 1**).

There were limited systems in place to evaluate the quality of the service and identify areas for improvement. As a result, experiences for children were not always being developed. The childminder could consider their vision for the future of the service in consultation with families. For example, if the childminder plans to reintroduce regular sessions. This may help them to reflect and use these reflections to bring about positive change to outcomes for children and families. Such as, improved planned and spontaneous quality learning opportunities within the childminder's home.

We discussed the benefits of using quality audit tools, such as: 'A quality framework for daycare of children, childminding and school-aged childcare' and 'My Childminding Journey', as a starting point in reflecting on what was working well, and where improvements could be made (**see area of improvement 2**).

The childminder could consider recording planned improvements. This could demonstrate and measure the impact that improvements had made to enhance positive outcomes for children. This may help them to reflect on where changes had positively impacted play experiences, and support them to plan further improvements.

## Areas for improvement

1. To ensure that children's needs are fully met and that their rights are respected; the childminder should use the registered premises on a regular basis as part of a flexible and responsive service to meet children's changing needs.

This is to ensure care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'I am able to access a range of good quality equipment and furnishings to meet my needs, wishes and choices' (HSCS 5.1).

2. To ensure a high-quality service for children and families; the childminder should develop a system to enable them to identify improvements and be able to demonstrate their impact. This will help to raise standards and to drive and sustain improvement. This should include, but not be limited to, a record of ongoing participation and involvement of children and their families, risk assessments and children's personal plans. To support this the childminder should make use of good practice guidance: 'A quality framework for daycare, childminding and school aged children' (Care Inspectorate, 2022) and 'Your Childminding Journey' (Care Inspectorate, 2017).

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 robust and transparent quality assurance processes' (HSCS 4.19).

## 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 had many years of experience working with children. They presented as kind and compassionate, enabling children to feel loved and secure. Parents appreciated this and one parent told us, "Angie cannot do enough for my child and the care she gives them is incredible."

Since the last inspection, the childminder has qualified as an early years practitioner, supporting them to develop a clear understanding of how children progress and learn. This training, alongside working in local early years settings has helped them to know how to support children to achieve their potential.

The childminder could now develop how they record this in the service to share how children are progressing. This could support the childminder to reflect on their practice and experiences for children. This reflection could be included in the services self evaluation and support them to identify learning needs and improvements which will improve outcomes for children.

## 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?	3 - Adequate
1.1 Nurturing care and support	3 - Adequate
1.3 Play and learning	4 - Good
How good is our setting?	3 - Adequate
2.2 Children experience high quality facilities	3 - Adequate
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



## 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 iartras.

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.