

# Maslen, Kirsty Child Minding

Glasgow

**Type of inspection:**  
Unannounced

**Completed on:**  
6 November 2024

**Service provided by:**

**Service provider number:**  
SP2005953052

**Service no:**  
CS2005109784

## About the service

Kirsty Maslen provides a child minding service from her home in the suburbs of the city of Glasgow. They provide a care service to a maximum of 5 children at any one time under the age of 16, of whom no more than 3 are not yet attending primary school and of whom no more than 1 is under 12 months. Numbers are inclusive of the childminder's own children. There was one child using the service on the day we inspected

The service is located near parks and green spaces, public transport links and other amenities. Children have access to the lounge, the kitchen, a large hallway and the bathroom. Children access outings outdoors, on a regular basis.

## About the inspection

This was an unannounced inspection which took place on 6 November 2024 between 08:45 and 11:15. 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 data, information submitted by the service and intelligence gathered since the last inspection.

In making our evaluations of the service we:

- Spoke with a child using the service and two members of their family
- Spoke with the childminder
- Observed practice and daily life
- Observed interactions between the childminder and young person.

## Key messages

- Relationships and interactions are warm, nurturing and caring.
- Rich outdoor experiences impacted positively on children's health and wellbeing.
- Opportunities for high quality play and learning experiences through natural resources, promoted curiosity and problem solving skills.
- Meaningful involvement in the local community, afforded children the opportunity to explore and be involved in their environment.
- Monitoring and self-evaluation systems were in place to evaluate the quality of the service, to ensure all children could reach their full potential.

## 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

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

**We evaluated this key question as very good. We found significant strengths in aspects of the care provided and how these supported positive outcomes for children.**

Children were happy and relaxed in the care of the childminder who was loving and respectful. Good attachments had been formed and children demonstrated that they felt secure in the childminder's care. For example, the child received re-assurance and cuddles from the child minder when they met a visitor to the service. This supported children to feel safe and secure.

Children experienced relaxed unhurried mealtimes. They were developing social skills, confidence and felt included as they ate together with the childminder's family. The childminder utilised recent frameworks including the revised 'Setting the Table' guidance to inform the menu. This meant that children's health was promoted through eating nutritional snacks and meals. Children had access to their own water bottle to ensure they were kept hydrated. One child told us "Kirsty had coffee, Rob had tea and I had porridge". This was a home from home experience where children felt included and that they mattered.

Children benefited from robust personal planning. Each child had a personal plan in place that recorded important information about the care and support they required. The childminder updated personal plans as children's needs changed. This supported responsive person-centred and compassionate care. The childminder updated personal plans as children's needs changed. This supported responsive person-centred and compassionate care. For example, when one child had a cold, the childminder recorded this and responded with extra cuddles and toys. This helped children feel loved and supported.

Although, no children required medication at the time of the inspection, we were satisfied that the childminder had systems in place to deliver medication safely if needed. Medication administration and storage policies and procedures were thorough and promoted the health and safety of children.

### 1.3 Play and learning

The childminder was responsive in their approach to planning children's play and learning. They were knowledgeable of children's interests and provided a balance of spontaneous and planned activities to support these. For example, a child had a particular interest in transport and an outing was planned that day to go on the underground. This meant that the learning experiences were meaningful to individual children. One child told us "I'm wearing my Scotrail t-shirt". This demonstrated their excitement about exploring the transport theme.

The childminder played alongside children and chatted with them during their play, modelling positive use of language and vocabulary. Experiences included, mixing water with utensils to make pretend soup. Children also had the opportunity to reflect on previous learning that was recorded in big floor books.

Children confidently led their own play, exploring their interests and curiosities through a range of open ended resources. For example, using a chair and table as a tunnel and spoke of when they visited them on an outing. This was an imaginative and exciting experience where the child used their memory of visiting a tunnel to recreate one at the childminder's.

Rich outdoor learning experiences were offered daily, which promoted children's life skills and curiosity about their wider world. Children took part in a community litter pick and grew vegetables in their community garden, which they then harvested. This taught children to respect and care for the environment and learn about healthy eating. One parent said "Love how they focus on planting vegetables and spending time outside as it benefits child's development".

## How good is our setting?

5 - Very Good

### 2.2 Children experience high quality facilities

**We evaluated this key question as very good. We found significant strengths in aspects of the care provided and how these supported positive outcomes for children.**

Children were cared for in a homely, stimulating and welcoming environment. The home was well furnished, well maintained, and benefitted from natural light and ventilation. Entry to the home was secure. The main front door was accompanied by two storm doors, creating a safe environment for children.

Robust risk assessments highlighted potential risks, and identified measures to support children's safety. This supported children to experience more challenging play. For example climbing up onto the bay window seat to observe the birds. One parent told us "My child's confidence has improved thanks to Kirsty's willingness to let him explore outside safely".

Children experienced a stimulating indoor environment with ample use of the outdoors in the wider community. There were open ended and natural resources for children to enhance their imagination and be creative. These included pumpkins, acorns, leaves, chairs, tables, material and wooden logs. A bird feeder positioned directly outside of the kitchen window, and two foster cats within the household, enabled children to observe nature and learn to care for others. This provided children opportunities to enhance their values and respect living things and the environment. A child commented "the birds eating there".

The childminder used very good infection control practices including effective hand washing and appropriately disposing tissues to reduce the spread of infection. Other infection control practices such as regular cleaning of toys and furnishings supported a safe environment for children.

## How good is our leadership?

5 - Very Good

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

**We evaluated this key question as very good. We found significant strengths in aspects of the care provided and how these supported positive outcomes for children.**

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. The childminder valued the importance of children feeling safe and happy, and to learn through having fun. This was evident throughout the inspection.

Children and family's views were sought to develop aspects of the service. One recent example of this was consulting with families about the use of natural materials to support children's play.

The childminder shared the benefits of children accessing these materials with parents and carers and with them agreed what should be included in play. This resulted in the aims of the service being updated to include the importance of curious and creative play. One parent commented "Sticks are now magic wands, fishing poles and more".

The childminder's understanding of high quality care, play and support enabled them to reflect on the quality of the service. This enabled the childminder to enhance the setting naturally and informally. Children played a key role in guiding improvements as they had a voice in shaping activities at the childminder's home. Through observations and knowledge of how children develop, the childminder remained attuned to their needs and interests. This proactive approach allowed the childminder to plan ahead, ensuring a nurturing and personalised care, play and learning environment.

Good practice guidance and national and local documents informed ongoing self-evaluation. As a result, strengths were identified and enhanced to provide further support and challenge to children's experiences. This proactive approach positively impacted children's outcomes, contributing to their overall development and wellbeing.

Overall, this meant children and families experienced care and support from a childminder who valued the importance of engaging in professional learning, skills and experience.

## How good is our staff team?

5 - Very Good

### 4.1: Staff skills, knowledge & values

**We evaluated this key question as very good. We found significant strengths in aspects of the care provided and how these supported positive outcomes for children.**

The childminder had a good understanding of each child's personality and interests. Respectful relationships were a key strength and children benefited from the childminder's warmth and encouragement. During the inspection, the childminder was very attentive to the children and put their needs first. This contributed to children's individual needs being met and their interests being supported.

The childminder had some supportive networks with other professionals in the area. They made effective use of these connections to ensure they had relevant guidance, moderated their approach and were able to make changes in line with best practice. As a result, children and families experienced high quality care and support.

A strong commitment to engaging with ongoing training and professional reading was evident through training records and self-evaluation data. Newly published guidance had recently been reviewed and as a result, parents were informed of how this could impact their child. This meant that children and families experienced high quality care and support from a childminder, passionate about their role in ensuring children thrived and flourished in their care.

## 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



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Care Inspectorate  
Compass House  
11 Riverside Drive  
Dundee  
DD1 4NY

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

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