

# Nicoll, Yvonne Child Minding

Falkirk

**Type of inspection:**  
Announced (short notice)

**Completed on:**  
27 February 2025

**Service provided by:**  
Yvonne Nicoll

**Service provider number:**  
SP2019990648

**Service no:**  
CS2019376028

## About the service

Yvonne Nicoll provides the service from their home in Bonnybridge, Falkirk. They provide care for up to six children under 16 years with a maximum of three children under 12 years, of whom no more than three are not yet attending school and of whom no more than one is under twelve months. The service is close to the local primary school and nursery, parks, and other amenities. Children have access to the playroom, living room, kitchen, bathroom, and secure back garden.

## About the inspection

This was a short notice announced inspection which took place on 27 February 2025 between 09:30 and 12:30. We provided feedback on the same day by telephone call. One inspector carried out the inspection.

To prepare for the inspection we reviewed information about this service. This included registration and any complaints information, information submitted by the service and intelligence gathered throughout the inspection year.

To inform our evaluation we:

- spoke with three children using the service
- reviewed feedback from four families using MS forms
- spoke with the childminder
- observed practice and daily life
- reviewed documents.

## Key messages

Children received warm and nurturing care from a childminder who knew them and their families well.

Children enjoyed activities and experiences that reflected their interests.

Children benefitted from a range of play opportunities, including outdoor activities, loose parts play, and community outings, to support their health and wellbeing.

Communication with families was a strength with regular updates via WhatsApp and daily feedback this helped families stay connected, informed and reassured about their child's care.

Children were confident, relaxed and were encouraged to lead their own play and learning experiences.

The childminder had begun to develop a formal system of self-evaluation, this considered the views of children and their families.

## 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 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 had lots of fun with the childminder. When we arrived, they were outdoors exploring the garden and were engaged in water play in the mud kitchen. Children benefitted from warm, responsive, and nurturing care from the childminder, this helped them to feel valued, safe, and loved.

The childminder had developed positive and nurturing relationships with children and their families. They had cared for these families and sibling groups for several years. All families who responded to our MS Forms survey shared with us that they had a strong connection with Yvonne. Some comments included:

"Yvonne is lovely, my child always tells me she enjoys being there as they bake. Have lovely snacks and play games with each other and they love the dogs too."

"Yvonne openly communicates and provides regular updates, operates an open-door policy."

"Yvonne keeps us fully informed about our children. They are comfortable and safe with her."

Since the last inspection personal plans had been further developed for children. Each child had their own folder. The childminder had gathered key information regarding the youngest children's routines, development and medical needs. Personal plans were regularly reviewed and preferences updated as needed by families. This ensured that the childminder had the most current information to meet children's individual needs.

Children were listened to and had regular opportunities to make decisions about their day and the childminder was responsive to their needs and requests. For example, resources were changed over quickly to support children's current interests. This approach ensured children had choice and that they felt valued and included. The childminder's positive use of language and meaningful praise supported children to develop positive self-esteem and confidence.

Children enjoyed a relaxed and unhurried mealtime. The children were seated at a child-sized table and in comfortable seating to ensure safety and reduce the risk of choking. Families provided packed lunches and snacks. Children had regular access to drinks and fresh water to ensure they were hydrated throughout the day. Children chose when they ate, and this promoted individual preferences and choices. This also created a pleasant, relaxed and sociable eating experience for all children.

The childminder was aware of the importance of sleep for children's overall development. Children's routines were followed, with younger children having a nap when needed. This approach ensured children's needs were consistently met. The childminder understood safe sleeping practices and had appropriate resources to support this, for example mattresses and individual bedding.

Where personal care such as nappy changing was required, the child's privacy and dignity were promoted. This experience was further supported by positive interactions between the child and childminder.

The childminder was confident in their responsibilities in keeping children safe. They were due to attend refresher child protection training and were keen to keep up to date with any changes or additional courses to safeguard children. This contributed towards children's overall health, safety and wellbeing.

We made an evaluation of good for this key question, as several important strengths, taken together, clearly outweighed areas for improvement.

### Quality indicator 1.3: Play and learning

Children benefitted from a range of play and learning opportunities both inside and outdoors. Since the last inspection the, the childminder had developed the garden space and the open-ended play opportunities on offer, and we observed children exploring this in the garden.

Children were supported to learn and develop through a balance of planned and spontaneous play experiences. Within the playroom children benefitted from independent access to a wide range of resources such as, animals, vehicles, books, games and art and craft materials. The childminder rotated the toys regularly from a larger range stored separately.

The childminder responded positively to children's requests and patiently supported their individual interests enabling their curiosity and creativity. For example, playing with the playdough making pizzas and snacks.

Children had developed strong connections with their local community as the childminder made good use of the local green spaces, toddler groups and other amenities. Photobooks from these outings were displayed in the playroom, enabling children to look back and recollect their previous experiences.

Language, literacy and numeracy development was promoted through a wide variety of play experiences. Children were encouraged to count and recognise colours and objects during play. One child was interested in fruit and vegetables, the child minder had supported this and introduced books and other resources to spark the child's interest. The child displayed great excitement and laughter whilst playing. Books and mark making materials were available for all children to independently access.

Children were supported to thrive within the service. The childminder continually discussed children's play and learning with their parents, sharing ideas and achievements. One parent commented that the childminder included them through daily chats telling us "Yvonne gives me a daily update when picking up my child and asks if there are any changes that she needs to know about my child."

## How good is our setting?

**4 - Good**

We made an evaluation of good for this key question, as several important strengths, taken together, clearly outweighed areas for improvement.

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

The childminder provided care for children in a warm, clean, and well-maintained environment. Children benefitted from a dedicated playroom which had direct access to the large, enclosed garden. Free flow access to outdoors enabled children to choose where they played. We saw children exploring the mud kitchen and were engaged in water for extended periods. We suggested that some outdoor play resources such as bikes could be streamlined giving children more space to explore and play.

The childminder had further developed their risk assessments to ensure children's safety, including outings and areas accessed in the wider community. This prioritised children's safety and wellbeing protecting them from potential harm. A range of detailed policies were also in place these were regularly reviewed to reflect best practice guidance. A daily checklist ensured that all areas of the environment were checked and well maintained. This resulted in a safe and stimulating environment for children to play, relax and unwind.

The childminder and children washed their hands before preparing and eating food and when required throughout the day. This contributed positively to children's health and safety. Children's health and wellbeing was further promoted as the childminder understood the importance of maintaining a hygienic environment. All areas of the home were well organised, clean and tidy.

The childminder recognised the importance of securely storing information and maintaining confidentiality. Children's records were stored safely and securely.

## How good is our leadership?

4 - Good

We made an evaluation of good for this key question, as several important strengths, taken together, clearly outweighed areas for improvement.

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

The childminder was committed to providing a quality service. Their friendly, reassuring manner meant that they had developed positive relationships with both children and their families. The importance of working in partnership was recognised and valued. This led to families feeling respected and included.

Since the last inspection the childminder has shown a commitment to ongoing development and improvement. This includes the further development of children's personal plans, observations of learning and the outdoor space. The childminder had developed formal self-evaluation processes, using guidance such as the Care Inspectorates "Quality Framework for day-care of children, childminding and school-aged children" and this was supporting positive outcomes for children and their families.

The childminder regularly sought feedback from children and their families on ways to improve the service. They used questionnaires and daily chats to gather these important views. Families told us they are involved in a meaningful way to help develop the service. One parent told us "we are always involved in discussion with Yvonne." This allowed children and parents to influence the care they experienced and feel valued.

The childminder was part of a supportive childminding network, and they met regularly. This supported professional discussions on training, children's experiences and ways to improve their practice and their service. This approach enabled the childminder to continually reflect on their service and to support positive outcomes for children to encourage them to meet their full potential.

## How good is our staff team?

4 - Good

We made an evaluation of good for this key question, as several important strengths, taken together, clearly outweighed areas for improvement.

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

The childminder recognised the importance of nurturing positive relationships. Children's well-being was supported through respectful and compassionate interactions. This responsive care showed children were valued and loved.

Children felt comfortable in the childminders care and regularly sought cuddles. Interactions were responsive and nurturing, which promoted confidence and trust. The childminder understood individual children's cues and body language, enabling them to meet their needs and support younger children developing their language and communication.

Children were happy and confident and moved about the spaces independently this showed that they felt safe and secure. Some children were new to the service, and they had settled in very well and through building positive relationships this promoted a sense of belonging.

Children were encouraged to share their views, thoughts, and opinions through regular discussion. Children were actively encouraged to choose activities and experiences each day. This meant children felt listened to, knew their views mattered and supported their feelings of self-confidence.

The childminder was keen to develop their practice. They kept their knowledge and practice up to date through emails and updates from the Scottish Childminding Association (SCMA), and the Care Inspectorate. Through their positive links with other childminders, this also provided the childminder with a support network, and this further enhanced good quality practice and experiences for children supporting them to flourish and thrive.

## 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

To effectively support children's care and development, processes for documenting personal plans should be improved. Plans should reflect children's ongoing development and the care they need to ensure the best outcomes. They should be reviewed regularly with parents. Minimum of every six months.

This is to ensure that care and support is consistent with 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).

**This area for improvement was made on 11 January 2024.**

#### Action taken since then

All children have a personal plan in place and these have been regularly reviewed with families to ensure information is accurate and up to date. This ensures children's current needs are being well met in the service.

## 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	5 - Very 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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