

# Maddy's Childminding Service

## Child Minding

Keith

**Type of inspection:**  
Unannounced

**Completed on:**  
12 March 2025

**Service provided by:**  
Madelaine Wilson

**Service provider number:**  
SP2022000103

**Service no:**  
CS2022000144

## About the service

Maddy's Childminding Service provides a childminding service from their property in a rural town. The childminder is registered to provide a care service to a maximum of six children at any one time up to 16 years of age; of whom no more than three are not yet attending primary school and of whom no more than one is under 12 months. Numbers include the children of the childminder's family/household.

Children are cared for in a designated playroom that is close to the kitchen/diner and a downstairs toilet. The lounge is used for the purposes of sleep and quieter activities. There is a large fenced outdoor play area to rear of the property.

## About the inspection

This was an unannounced inspection which took place on 11 March 2025 between 12:15 and 15:30. 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, information submitted by the service, and intelligence gathered since the last inspection.

In making our evaluations of the service we:

- spoke with children using the service
- communicated with 6 parents
- spoke the childminder
- observed practice and daily experiences
- reviewed documents.

**Key messages**

- Children had built positive relationships with the childminder. The childminder's nurturing and warm approach helped children to feel comfortable and secure.
- The childminder had got to know the the children well so that they were able to be responsive to their individual needs.
- Children were having fun, a wide variety of resources and creative approaches engaged children's imagination and enriched their play and learning.
- Children benefitted from being cared for in a comfortable, clean, well furnished and homely environment. It helped to give the message to children that they mattered.
- The childminder recognised the value of working in partnership with parents in a meaningful and supportive way.
- The childminder had a clear understanding of how children developed and learned, they were motivated to support the best 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?	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/people and clearly outweighed areas for improvement.

### 1.1 Nurturing care and support

Children had built positive relationships with the childminder. The childminder's nurturing and attentive approaches helped children to feel comfortable and secure. They were clearly relaxed and happy in their surroundings.

Children's overall development, was also supported through sensitive arrangements that promoted good habits around sleep and rest. Children were comforted by the childminder and routines reflected their individual needs. Where children required personal care, their privacy and dignity was promoted and the warm interaction of the childminder supported children's confidence.

Children were able to have their lunch together in the kitchen/diner. It was a calm, unhurried and positive social experience for the children. The childminder sat with the children that enabled them to focused on the child's needs and also promoted close attachment. The childminder positioned themselves well and supported the youngest child with the development of their own feeding skills whilst chatting with the children. We also discussed the benefits of children, where able being able to be involved in the delivery of snack and meals. Food choices were appropriate for children's dietary needs and food preferences and reflected current guidance. Children had drinks with their meals and water bottles enabled them to remain hydrated throughout the day.

The childminder had got to know the the children well so that they were able to be responsive to their individual needs. They shared information with families on a daily basis at handovers and also used regular electronic communication that helped to promote consistency of care to the children. Families had been involved in the creation and request for updates of the child's personal plan, it contained key information such as health needs, care routines and interests. The childminder had recently changed the format of the child's personal plan. They anticipated that it would be beneficial for the purposes of recording information, that helped to ensure a prompt response to changes, as parents remained central to the process.

Parents told us that they had a strong connection with the childminder who communicated well with them. They felt fully involved in their child's care.

We also discussed and referred the childminder to guidance on the use and purpose of chronologies, that helped with the identification of children's needs, and directed action to support children well. Ref: Practice guide to chronologies - [hub.careinspectorate.com](http://hub.careinspectorate.com)

There was some inconsistency in the management of medication related to it being supplied in it's original container and clearly identified with the child names, recording symptoms and the review of as required medication. We discussed this with the childminder. Ref: Management of medication in daycare of children and childminding services (see area for improvement 1).

### 1.3 Play and Learning

Children were able to move around safely and independently, both indoors and outdoors. Well considered innovations and creative approaches engaged children's imagination and enriched their play and learning.

Children benefited from spontaneous, planned and fun play experiences that helped their brain development and skills in language, literacy and numeracy. The childminder skilfully used their knowledge and practice to support quality play and learning. They encouraged children to try things out for themselves, to explore and learn how things worked to support their development. Young children enjoyed pushing a shopping and filling it with a variety of items, emptying and filling again, they used the chalk board to create patterns. A child enjoyed looking through and the sensory feel of fine coloured fabric that created lots of smiles. Textured materials such as small metal bowls, solid glass jars and wooden shapes in the role play kitchen supported tactile and exploratory play.

Children benefited from being outdoors playing in the fresh air. They were creative in sand box with different containers and spades and helped the childminder to fill the water tray with a hose and filled funnels on the water wall. Some tyres and small planks were used to make an obstacle course that supported children's balance and muscle movement.

The childminder shared children's achievements with families. They were in the process of embedding a new format to track and record children's development and a proportionate approach to observations and assessment of learning. Parents told us that their child's development was always supported through interesting and fun play experiences. Their child had been learning about science and nature and social play through stories, activities changed regularly.

Children's opportunities for play and learning were enhanced through regular connections to their own and wider communities. Children visited local parks, woodlands, library and also had beach days.

#### Areas for improvement

1.  
To support the safety and wellbeing of children requiring medication, the childminder should ensure that management of medication follows good practice.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that:

'My care and support meets my needs and is right for me' (HSCS 1.19) and  
'I experience high quality care and support because people have the necessary information and resources' (HSCS 4.27).

#### How good is our setting?

**4 - Good**

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

Children benefitted from being cared for in a comfortable, clean, well furnished and homely environment. It helped to give the message to children that they mattered. Children had ample space for their needs. Ventilation and plenty of natural light contributed to children's psychological wellbeing.

The childminder had suitable equipment in place to support infection and prevention control such as, individual hand towels for washing hands and disposable gloves and aprons for personal care needs. Good hand hygiene practices were followed, children washed their hands before eating, and hands were wiped after they had eaten. The childminder had completed food hygiene training that helped to ensure safe food practices.

Children were supported to enjoy play experiences that also enabled them to move around freely. The childminder had identified and removed risks to children within the home. Activities such as outings had been analysed to assess the benefits to children and action to be taken to help minimise risk. In some instances they were quite generic and discussed the benefits of them being related to specific activities/ outings. We also asked the childminder to consider child risk assessments to support specific safety concerns that involved families and were kept under review as part of the personal plan.

The indoor play space was well arranged to take account of children's stages of development and learning. Children had a designated play room that was equipped with a variety of materials and play resources, stored in low open storage units so children could easily help themselves. The lounge was used for children needing to sleep, rest and recuperate or for quieter activities.

A large fenced outdoor play area was accessed from the rear of the premises. The childminder planned to make improvements to the outdoors area in terms of the surface and a sheltered decked area. It would also include a redesign of the space and children's outdoor activities with the continued inclusion of loose parts (no fixed purpose) and real/natural materials. Ref: out to play - caring for outdoor spaces and space to grow and thrive -hub.careinspectorate.com

## How good is our leadership?

4 - Good

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

The childminder had appropriate records that were readily accessible. The childminder had clear policies that supported them in running the service and provided a foundation for evaluation of the setting. A continued programme of review would help to ensure they reflected the provision of the setting and aligned with good practice guidance.

The childminder recognised the value of working in partnership with parents in a meaningful and supportive way. They maintained regular and open communication with families and shared their child's achievements with them. Parents had been invited to share their views and thank you cards expressed parents appreciation of the service provided by the childminder. Parents told us that the childminder always shared information and to share developments and ideas.

The childminder was in the process of embedding a method of self-evaluation to support improvement. As a result they had plans to introduce stay and play for parents that included an an open event and changes to the personal planning process. To enable a consistent and manageable programme of improvement that was sustained, we discussed the benefits of a concise format for recording changes as they occurred and noting the impact of such changes. We also referred the childminder to the early learning and childcare improvement programme for childminders - hub.careinspectorate.com

**How good is our staff team?****4 - Good**

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

The childminder had a clear understanding of how children developed and learned. They had recently completed a relevant early years qualification and they were keen to use their learning to further support their practice. They were clearly motivated to support the best outcomes for children.

The childminder's enabling and responsive attitude was supportive of building children's confidence and promoting their independence. Their warmth and kindness towards the children helped them to feel valued, loved and secure.

The childminder had regular contact with another childminder and joined in some activities together with children. It also enabled them to share practice, knowledge and ideas.

The childminder had completed core training such as child protection and first aid. We discussed the benefits of a simple reflective journal with the childminder, that helped to identify how they had used their learning to improve their practice and experiences for children and families. We suggested that this could also be extended to include the use of good practice guidance /research.

**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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