

Tibbetts, Gillian Child Minding

Broxburn

Type of inspection:
Unannounced

Completed on:
10 April 2025

Service provided by:
Gillian Tibbetts

Service provider number:
SP2008969621

Service no:
CS2008174923

About the service

Gillian Tibbetts operates a childminding service from their home in Broxburn. They are registered to provide a care service to a maximum of six children under 16 years of age, with a maximum of six children under 12 years, of whom no more than three children are not yet attending primary school, of whom no more than one child is under 12 months. Numbers are inclusive of children of the childminder's family.

The service is close to local amenities including school, nursery and parks. Children benefit from a dedicated playroom and have access to the living room, kitchen/dining room and downstairs toilet. Children also have access to the fully enclosed and secure garden space at the rear of the property.

About the inspection

This was an unannounced inspection which took place on Tuesday 8 April 2025 between 09:00 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 information, information submitted by the service and intelligence gathered since the last inspection.

In making our evaluations of the service we:

- spoke with three children in the service
- reviewed digital responses from five families
- spoke with the childminder
- observed practice and interactions with children
- reviewed documents.

Key messages

- Children were happy and having fun.
- The childminder had a very good understanding of how children develop and learn.
- Children benefitted from a comfortable, homely and welcoming environment.
- Children were well supported and encouraged to reach their full potential.
- Children's emotional wellbeing benefitted from positive attachments.
- Children experienced high quality childcare with a childminder dedicated to meeting their needs.

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 these supported positive outcomes for children, therefore we evaluated this key question as very good.

Quality Indicator 1.1 - Nurturing care and support

Children were cared for with warmth, kindness and a nurturing approach which supported their overall wellbeing. They experienced care which was well considered to meet their individual needs and reflected family preferences. For example, by working closely with families to support children's eating and sleep routines. One family told us, "[the childminder] goes above and beyond and knows our son so well." Another said, "If we tell her things we do at home, or are trying something different, she does the same." As a result, children were happy and relaxed as their needs were being met.

The childminder provided nutritious meals and snacks for children. They knew children very well and planned menus by taking account of their likes and dislikes. The childminder provided opportunities for children to try new foods. They encouraged them to develop important skills such as cutting and spreading as they helped to prepare snacks. They were close by to ensure children were safe as they ate their snack during the inspection. The childminder had a good understanding of the important benefits of ensuring mealtimes were a relaxed, unhurried and social experience for children. They recognised that mealtime routines were a rich opportunity to promote close attachments as children developed healthy eating habits.

Personal plans had been developed for children and included important information to support children's overall wellbeing. These were shared and updated regularly with families. Daily diaries for each child, and digital messaging with families, provided effective ways to further promote consistency and continuity of care for children.

At the time of inspection no children required medication. We were satisfied that appropriate procedures were in place to safely administer, record and share information with families when it was needed.

Quality Indicator 1.3 - Play and learning

The childminder was responsive in their approach to offering play and learning opportunities, based on children's needs and interests. There was a mixture of planned and spontaneous experiences for children. They were encouraged to lead their play and learning as the childminder chatted to them. Planned activities, such as seasonal celebrations, supported children to learn, and experience new opportunities.

Children's numeracy skills were encouraged and extended as they explored and investigated well considered play and learning prompts. For example, the childminder had attractively presented an Easter tray with a variety of open ended resources. Children were curious as they explored and sorted the different sizes, shapes and colours. The effective use of questioning by the skilled childminder encouraged children to think more deeply as they chatted and played. As a result, children were progressing well and were happy, confident and having fun.

The childminder had developed individual learning folders for children. High quality observations and photographs documented their learning. These also supported the childminder to plan possible next steps for learning opportunities and highlighted children's progress. Scrapbooks were also used to record children's experiences and the fun they had. This promoted children's sense of pride and self-esteem as they were able to look back and celebrate their successes and achievements.

The local community was regularly used to extend children's experiences. They had fun as they visited parks, explored nature and made use of local amenities. As a result children's opportunities for play and learning were improved as they developed strong connections to their own and wider communities.

How good is our setting?

5 - Very Good

We found significant strengths in aspects of the care provided and 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 were cared for in a comfortable, welcoming and homely environment that offered them space to play, eat and relax. The dedicated playroom was very well organised and children's work was attractively displayed, giving them a sense of belonging.

During the inspection children mostly played in the living room and garden. Their right to choose was supported as they independently accessed a variety of toys and resources. Their independence was further encouraged as they accessed toileting on the same floor. The carefully considered layout enabled children to lead their play and learning and gave them a strong message that they mattered.

The property was very well maintained indoors and outdoors. Risk assessments ensured children's safety was promoted as potential risks had been reduced. Infection prevention and control measures were in place. Regular cleaning of toys and resources, alongside effective handwashing at key times, meant we were satisfied that the spread of infection was minimised. As a result, children were cared for in a safe environment where their wellbeing was prioritised.

The back garden was fully enclosed, secure and offered children a safe and interesting space to play. There was a variety of good quality resources for them to explore, which further supported play and learning experiences. This provided children with opportunities for physical outdoor play as they learned the benefits of an active lifestyle.

The childminder understood the importance of keeping children's personal information secure. They asked families for permission before taking photographs and shared their policies with families using the service.

How good is our leadership?

5 - Very Good

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

Quality Indicator 3.1 - Quality assurance and improvements are led well

The childminder was committed to delivering the highest possible standards for children and their families. They had a very good understanding of the importance of developing strong relationships and effective communication. One parent told us, "Communication is excellent. We know how our child's day has gone from start to finish." The positive ethos meant children experienced high quality childcare with a childminder dedicated to meeting their needs.

The childminder had been developing ways to ensure self-evaluation was purposeful and accessible to children and families. They had created an effective quality assurance calendar which ensured important improvement tasks were prioritised throughout the year.

The views of children and families were gathered through observations, informal discussions and questionnaires. These were used to influence the care provided and were considered when planning improvements within the service. Families told us that they were encouraged by the childminder to give feedback, and said their ideas and suggestions were listened to. As a result, children and families felt involved and respected as their views informed the care provided.

The childminder was a member of the Scottish Childminding Association (SCMA) and had made very good use of the resources available to them. They were starting to consolidate their work on self-evaluation by using templates from the SCMA as a starting point. The childminder also made use of the Care Inspectorate's document, A Quality Framework for daycare of children, childminding, and school aged childcare. This supported them to evaluate the service they provided, and helped to identify areas for further development.

How good is our staff team?

5 - Very Good

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

Quality Indicator 4.1 -Staff skills, knowledge and values

The skilled and knowledgeable childminder demonstrated a very good understanding of how children develop and learn. They were mindful of this as they planned activities, ensuring they were age and stage appropriate. The childminder was skilled and made good use of effective questioning. They interacted with children in sensitive and responsive ways which promoted children's independence and confidence. They also recognised the importance of children having fun in their play to enable learning to be taken forward. As a result, children were well supported and encouraged to achieve their potential.

The childminder held a recognised early learning and childcare qualification and was motivated to continue with their professional development. Through reflective practice they had identified and undertaken training opportunities to further promote positive outcomes for children. This meant children experienced high quality care and support from a service that was dedicated to meeting their needs.

Interactions with children were kind, supportive and respectful. The childminder recognised the importance of nurturing and responsive attachments. The rights of the child were promoted and evident in the childminders practice and in the way they communicated with children. As a result, children were happy, having fun and felt important.

The childminder understood the importance of listening to children and families. Regular communication meant that the childminder was able to respond to individual needs and preferences. This enabled them to build strong relationships and provided appropriate care and support for individuals. As a result, children's emotional wellbeing benefitted from positive attachments.

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 ensure children are making good progress, the childminder should develop ways to record and share observations of children's learning. These should highlight children's achievements and their proposed next steps.

This is to ensure I experience high quality care and support that is right for me and is consistent with the Health and Social Care Standards (HSCS) which state, 'I am supported to achieve my potential.' (HSCS 1.27).

This area for improvement was made on 6 June 2024.

Action taken since then

The childminder had developed ways to record high quality observations of children's learning across all areas. Lots of photographs were presented attractively for children and their families within learning journals files and scrapbooks. This ensured achievements were recognised and celebrated, and meaningful next steps in children's learning and development were identified and shared regularly with families.

This area for improvement has been met.

Previous area for improvement 2

To ensure children receive high quality care and support from the continued development of the service, the childminder should develop quality assurance and self-evaluation processes. Procedures should be created that include ways to formally gather families' views. This will help to identify areas for improvement that will impact positively on outcomes for children.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state, 'I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance processes' (HSCS 4.19).

This area for improvement was made on 6 June 2024.

Action taken since then

The childminder was recording their professional and training reflections. They had developed an improvement calendar to ensure improvement priorities were achievable and timely. They were continuing to develop recording systems to present self-evaluation information in ways that worked well for the service. The views of children and families had been sought and were being used to influence further improvement priorities.

This area for improvement has been met.

Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at 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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