

# Lindsey's Childminding Child Minding

Falkirk

**Type of inspection:**  
Unannounced

**Completed on:**  
30 April 2025

**Service provided by:**  
Lindsey Marszol

**Service provider number:**  
SP2023000086

**Service no:**  
CS2023000128

## About the service

Lindsey Marszol provides a childminding service from her semi-detached property in a residential area of Falkirk. The childminder is registered to provide a care service for a maximum of six children up to 16 years of age. Numbers are inclusive of the childminder's family.

The service is close to local amenities, school and park. The children are cared for downstairs and use kitchen, living room and have access to a downstairs toilet. Children also have access to an enclosed garden to the rear of the property.

## About the inspection

This was an unannounced inspection which took place on 29 April 2025 between 11:45 and 14:15. 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, information submitted by the service and intelligence gathered since registration.

In making our evaluations of the service we:

- observed the minded children using the service.
- received feedback from six parents
- spoke with the childminder
- observed practice
- reviewed documents

## Key messages

- Children experienced warm, caring and nurturing approaches to support their wellbeing.
- The environment was homely, well maintained and welcoming which allowed children to feel safe, comfortable and secure.
- The childminder had evaluated her service and should now use these evaluations to identify focussed next steps to ensure children continue to experience a high quality service.
- The childminder was proactive in keeping her knowledge and practice up to date by undertaking professional reading to ensure children experience very good care and learning.
- Children's sleep routines should reflect best practice to ensure children are kept safe.

## 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?	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?

5 - Very Good

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

### 1.1 Nurturing care and support

Children experienced kind, caring, and nurturing interactions from the childminder, who consistently engaged with them in a respectful manner. These positive interactions helped children feel safe and valued, contributing significantly to their overall wellbeing and happiness.

The children had developed strong, trusting relationships with the childminder and confidently sought comfort and reassurance from them when needed. We observed that warmth, affection, and emotional support were readily provided, creating an environment where children felt nurtured and secure. Parents comments include, 'Lindsey seems to genuinely love her job and works hard to make sure the children in her care are happy, healthy and thriving', and '[Lindsey is] very caring, loving and kind person. She makes my child feel safe, happy and loved'.

On the day of the inspection, two minded children were present. Both appeared happy, settled, and relaxed in the childminder's care. Their warm and attentive approach supported the development of strong emotional attachments, allowing the children to feel loved, confident, and safe in her presence.

Children were cared for by a childminder who knew them and their families well. Children attending the service had personal plans in place that were up to date and had been reviewed with families. This ensured children's current health, well-being and developmental needs were supported appropriately by the childminder.

Children's wellbeing was well supported during lunchtime, which was calm, unhurried, and sociable. The childminder sat with the children, creating a positive and inclusive atmosphere. They used age-appropriate communication, including eye contact and facial gestures, to encourage and engage the children effectively. The childminders supportive and responsive approach contributed to a relaxed and enjoyable mealtime experience, promoting the children's emotional security and social development.

Children were kept safe and protected due to the childminder's clear understanding of how to respond to concerns regarding a child's health, safety, or wellbeing. A safeguarding policy was in place, providing families with reassurance that any concerns would be addressed promptly and appropriately. This proactive and transparent approach supported children's safety and contributed to their overall health and wellbeing.

### 1.3 Play and learning

Children were observed to be happy and enjoying their time with the childminder. They had a variety of opportunities which met their developmental needs, interests, and curiosities. These experiences offered children play and learning which included exploring and problem solving. As a result, children were engaged in their play.

The childminder was playful in their interactions with children. She took time to pick up on their nonverbal cues and used careful questioning to promote their curiosity and creativity. Their enabling attitude supported children to explore and be independent. Children's perspectives were listened to and taken account of. This contributed to children feeling valued and respected.

Opportunities to develop children's literacy and numeracy skills were naturally embedded throughout the environment and daily interactions. The childminder was responsive to children's interests and curiosities, using effective questioning and singing to extend their learning experiences. This approach supported the development of early language, literacy, and numeracy skills, contributing to children's ongoing progress and achievement. Parents told us, 'Lindsey always has a variety of great experiences prepared for my child, from days out to doing things at home. My child has had such a variety of experiences which has greatly helped their development'.

The childminder supported the children to build links in their community through going for walks, attending toddler groups and visiting the local library. This enhanced opportunities for play and learning through strong connections to the children's own and wider communities.

## How good is our setting?

## 5 - Very Good

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

### 2.2 Children experience high quality facilities

Children benefited from a service that was homely, warm, and welcoming. The childminder's home was clean, tidy, and well-furnished, providing a comfortable and inviting environment. There was space for children to play and explore, which helped them feel valued and respected.

The spaces accessed by children were well-organised, allowing them to move around with ease and confidence. Their interests and choices were promoted through safe and easy access to a range of resources, such as books, toys, and loose parts. This encouraged varied and engaging play experiences, supporting children to take part in fun, stimulating, and appropriately challenging activities. One parent commented, 'Lindsey gives [child] lots of fun, exciting and new learning experiences each week which my child has greatly benefited from'.

Children were able to direct their own play, selecting from an age-appropriate selection of materials that supported their learning and development. The childminder offered a very good range of resources that captured children's interests and enhanced their play. The childminder recognised the value of open-ended and natural materials, which helped foster curiosity, inquiry, and problem-solving skills.

To ensure children's safety and wellbeing, the childminder had carried out risk assessments covering the home, key activities, and outings. This proactive approach to risk management created a secure environment with minimal hazards. All parents strongly agreed that their child was safe while attending the setting.

The childminder demonstrated a clear understanding of the importance of maintaining confidentiality. They secured children's personal information, obtained parental consent before taking photographs, and shared her privacy notice and confidentiality policy with families. Well organised record keeping supported their ability to uphold confidentiality and manage information responsibly.

**How good is our leadership?****5 - Very Good****3.1 Quality assurance and improvement are led well**

The childminder had aims and objectives which clearly reflected their practice. These were shared with parents when starting at the service. This meant that parents knew what to expect from the service.

The childminder enjoyed caring for children and had developed positive relationships with parents that supported her to meet children's needs daily. As a result, the childminders practice effectively supported children's care needs. The childminder used daily conversation and technology to build relationships and exchange information. This helped the childminder to get to know children and provide ongoing support. Parents comments included, 'Lindsey is a caring thoughtful wonderful person. I love the relationship she has built with [child]' and 'It takes a lot of trust to allow someone to look after your children and Lindsey makes that very easy. She's fantastic at her job and couldn't have wished for anyone better to put my trust in'.

The childminder provided a warm and welcoming service, helping children feel loved, safe and secure. They engaged with families and children and asked for feedback about the service through informal chats and questionnaires. This helped the childminder to reflect on the needs of the children and make changes to support them. One parent told us, 'Feedback is asked for and listened to from both myself and my child'.

The childminder had begun to use "A quality framework for daycare of children, childminding and school-aged children" to evaluate the service they provided. We discussed ways to streamline improvement planning. This would support the childminder to identify focussed areas of improvement and develop their service in a meaningful way.

## 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.

### 4.1 Staff skills, knowledge, and values

Children experienced warmth, kindness and compassion in the responsive interactions with the childminder. This supported the development of strong relationships. The childminder understood what children needed to help them grow and develop and responded to their needs in a caring manner. This helped the children build positive attachments and supported their wellbeing. Feedback from parents was very positive, comment included, 'Lindsey is a very approachable person and clearly has excellent working relationships with the children in her care. She is keen to provide different experiences and responds quickly to any queries or requests from myself' and 'Lindsey is fantastic at her job and you can tell she really does love children. She is a very kind and caring person who always has the children's best interests in mind'.

The childminder demonstrated an understanding of the importance of ensuring that they had the appropriate knowledge and skills in order to provide high-quality care and experiences. The childminder was proactive in accessing training and professional learning opportunities. This commitment supported a culture where children and families were able to thrive and flourish. However, whilst the childminder followed families' wishes around children's sleep routines, this was not fully aligned with current best practice guidance. The childminder should now use their ongoing learning to review and update relevant service policies and procedures to ensure they reflect the most up to date standards.

The childminder had a very good understanding of their professional responsibilities. She worked within the conditions of her registration and ensured children's safety through appropriate measures, including maintaining insurance, keeping daily attendance registers, and ensuring the premises remained safe and well-maintained.



## 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?	4 - Good
4.1 Staff skills, knowledge and values	4 - Good

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