

# Fitzsimons, Rose Child Minding

Glasgow

**Type of inspection:**  
Unannounced

**Completed on:**  
10 April 2025

**Service provided by:**  
Rose Fitzsimons

**Service provider number:**  
SP2010980381

**Service no:**  
CS2010274640

## About the service

The Childminder provides a service from their home in a residential area on the south side of Glasgow. They are registered to provide a care service to a maximum of 6 children at any one time under the age of 16, of whom a maximum of 6 will be under 12, of whom no more than 3 are not yet attending primary school and of whom no more than 1 is under 12 months.

Children were cared for in a spacious living area, hall, kitchen, an outdoor garden and had access to toilet facilities. The service is close to local parks, recreation facilities, and a library. Public transport links are nearby.

At the time of our inspection, there were three children using the service.

## About the inspection

This was an unannounced inspection which took place on 7 April 2025 between 13:00 and 15:00. Feedback was provided on 10 April 2025 at 19:00. The inspection was carried out by two inspectors from the Care Inspectorate.

To prepare for the inspection we reviewed information about this service. This included registration information, information submitted by the service and intelligence gathered since the last inspection.

In making our evaluations of the service we:

- Spoke with two children who used the service
- Gathered views from three of their families
- Spoke with the childminder
- Observed practice and daily life
- Reviewed documents

## Key messages

- Relationships and interactions between the childminder and the children were warm, loving and caring.
- Children received care in a nurturing home from home environment.
- The childminder knew individual children well and was responsive to their needs.
- Risk assessments needed to be developed to reduce risks and support children's safety.
- Children's confidence and social skills were promoted through regular access to the local community.
- Children's personal plans needed to be further developed to help them progress and achieve.

## 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?	3 - Adequate
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 strengths impacted positively on outcomes for children and outweighed areas for improvement.

### Quality Indicator 1.1: Nurturing care and support

Children were settled and happy. They approached the childminder with confidence to seek comfort and to initiate play, highlighting that they felt secure and comfortable. Families agreed, and one parent commented, "The childminder treats the children as if they are her own which is lovely to see." Another added, "Rose has been very helpful with my child, especially weaning and toilet training." The childminder responded to children's cues in a warm and nurturing manner and were treated like family. This helped to develop positive attachments and supported the children to feel safe and valued.

Children's overall wellbeing was supported through personal planning. The childminder gathered valuable information from families about their children's routines and preferences. This helped them to meet children's initial needs when joining the service. Some children's plans had not been updated to reflect their progress and changing needs over time. We discussed with the childminder the importance of updating plans regularly to ensure they reflect children's current needs and help identify any supports needed to help children achieve. We have made an area for improvement in relation to this. (See area for improvement 1.)

The childminder sat with children when eating to ensure their safety. Mealtimes were sociable experiences with lots of chatter, creating a home from home environment for children. Children enjoyed the nutritious food available to them and were developing positive attitudes towards healthy eating. One parent told us "Rose will always give the children the opportunity to choose what they want to eat through a variety of healthy foods." This supported children to feel listened to, and their views were respected.

### Quality Indicator 1.3: Play and Learning

Children could easily access toys and materials, enabling them to make choices about their play. Children confidently moved about the childminder's home and garden transporting toys of interest. The childminder was responsive to children's requests to explore something new. For example, when children suggested painting, the childminder provided them with the resources needed. This meant that children were engaged and learning through experiences of interest to them. Families agreed that children benefited from a wide range of play experiences. One parent said, "Rose offers a range of opportunities to the children such as outdoor play, painting, learning colours, alphabet and number, stories and song time."

Children were regularly involved in community outings including trips to the library, local parks, travel on public transport and soft play. Children excitedly shared that they had been to the soft play on the morning of our inspection. They demonstrated the physical moves that they had been practicing, including crawling through tunnels. Another child commented, "My favourite is the slides." Families spoke positively about the community experiences their children had been involved in. One parent commented, "the childminder will always take the children out to different places, from play parks to beaches, libraries, story telling and soft play." Another added, "They have also taken my child to the safari park and the science centre." We concluded that children were developing positive social skills, confidence and a sense of belonging from being involved in the local community.

Children's interests and stage of development were considered with the range of resources on offer. For example, following a visit to the transport museum various modes of transport toys and books were provided to support children's interests in what they had seen. Young children had access to sensory play materials that helped them to explore and build connections in their brains. We had some discussion around the use of natural resources and how this could enhance imaginative and creative skills for children. Overall, children's needs were met and this resulted in children being engaged and having fun during play.

The lounge area contained a shiny wall surface which children used in play. For example, children were observed moving and dancing around and watched their reflections in the tiles on the wall. One child said, "I can see myself in there." This gave children the opportunity to observe their movement skills and celebrate completing physical tasks such as dancing.

### Areas for improvement

1. To support children's health and wellbeing, the childminder should ensure each child has a written personal plan that demonstrates how their needs will be met. These should be updated at least every six months and when a change occurs to a child's needs or circumstances.

This is to ensure that care and support is consistent with Health and Social Care Standards which state: "My personal 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).

### How good is our setting?

### 3 - Adequate

We evaluated this key question as adequate, where strengths only just outweighed weaknesses

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

The childminder provided a comfortable, home from home environment for children. The home was well maintained and decorated to a high standard. The space enabled children to explore, develop their play ideas and have periods of rest when needed. Children especially enjoyed being nurtured on comfortable couches when they felt tired or needed a rest. Overall, children received care in an environment that made them feel like they mattered.

Children easily accessed a variety of developmentally appropriate resources and sensitively structured play areas. Young children particularly enjoyed the soft play mat where they could explore different textures and patterns. Children knew where to find the toys that they wanted to play with, supporting independent choice. One child proudly told us, "there's big trucks in there."

Some measures were in place to keep children safe. These included, ensuring the home was well maintained and that toys were in a good state of repair. However, we identified some items that needed to be kept out of children's reach to keep them safe. We discussed these with the childminder who agreed to address this. We advised the childminder to assess, in more depth, some areas of the premises so that they could put measures in place to protect children from coming to any harm. We have made an area for improvement in relation to the safety of the environment (see area for improvement 1.)

Children enjoyed being outdoors and could choose from a range of toys that met their interests. On the day of the inspection it was an unusually hot day and children were playing outdoors without sun cream being applied before going outside. Whilst we acknowledged that the childminder stored sun cream, we shared that it should have been applied earlier to protect children from harm. This would support a safe environment for children in warmer weather.

Overall, satisfactory infection prevention and control practices were undertaken to support children's health. We observed the childminder reminding and supporting children to wash their hands at key points of the day, such as after lunch and toileting. This helped reduce the risk of infection. Water and some paper towels were lying on the bathroom floor, creating a slip hazard. We made some suggestions about how this could be managed.

## Areas for improvement

1. To ensure that children are protected from harm, the childminder should make sure that the environment is safe for children. This should include but is not limited to, ensuring risky items in the kitchen are stored out of children's reach.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'my environment is safe and secure.' (HSCS 5.17).

## How good is our leadership?

4 - Good

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

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

Informal chats with families at drop off and collection times were used to gather their views on the service. The childminder also used 'WhatsApp' throughout the day to keep families informed of their child's day. One parent told us, "Rose will always send us photos to show us what the children are doing daily." This open communication strengthened relationships and ensured that families felt comfortable to share their opinions about the quality of the service. We were confident that the childminder would respond to any suggestions to meet the needs of children and families. Parents agreed, and one parent commented, "Rose is always open to suggestions for improvement and approachable if we have any concerns."

The childminder demonstrated that they informally made improvements to their service and involved children in the process. They consulted with children about what they wanted to do. For example, after children showing an interest in writing their name, the childminder provided extra resources to support this. An alphabet peg board game was introduced to further develop children's interest in literacy. We suggested establishing a recording system to capture these improvements. This would demonstrate a continuous commitment to improvement and improve experiences and outcomes for children.

The childminder was responsive to children's individual wellbeing needs. For example, they supported children to transport their comforters to areas of their choice. This meant that children's views were respected, listened to, and responded to, making them feel valued.

The childminder had knowledge of the local area and used this to extend the children's learning in social settings such as local parks and libraries. The childminder used local amenities such as the soft play area to help children build relationships within their local community. As a result, children were able to build connections, explore their local community and develop their social skills.

### How good is our staff team?

4 - Good

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

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

Children attending the setting were well cared for by the skilled and experienced childminder. The childminder held a childcare qualification and kept up to date with developments in the sector through membership of a national childminding association. This meant that children experienced positive care, play and learning.

The childminder often linked with other forum members to introduce minded children to larger social settings. This supported children to develop relationships within the wider community. The childminder's engagement with other professionals provided them with opportunities to have valuable discussions and share good practice. For example, recent changes to guidance documents to improve the quality of care. This supported improved outcomes for children.

The childminder had recently reviewed a publication which highlighted the importance of quality interactions with children. We observed this in practice as the childminder communicated and encouraged children. For example, supporting the children engaged with the alphabet peg board and pen and paper to write their name. This supported children's literacy skills and supported them to celebrate success.

The childminder was knowledgeable about child protection procedures. They demonstrated a good understanding and awareness of the indicators of risk and had undertaken training to update their skills and knowledge. The childminder was aware of the process and who to contact should a concern arise. This meant that the childminder was well placed to address any concerns, which helped keep children safe.

The childminder knew the children very well and could meet their individual needs. They were aware of when support was required and when this had to be adapted for specific children at specific times. For example, a child who no longer required a soother to go for a sleep and preferred to be gently rocked. This helped the children feel loved and that they were nurtured.

The childminder was extremely enthusiastic about the quality of provision they provided. They put measures in place to ensure they were well placed to meet children's needs. For example, a maximum of three children per day attended the service. This was identified as a particular strength as the childminder recognised the importance of individual, nurturing interactions. As a result, children were able to enjoy individual, quality time within the service. This supported children to feel valued as an individual.

## 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?	3 - Adequate
2.2 Children experience high quality facilities	3 - Adequate
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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