

Cockerell, Lynne Child Minding

Edinburgh

Type of inspection:
Unannounced

Completed on:
25 April 2025

Service provided by:
Lynne Cockerell

Service provider number:
SP2003906156

Service no:
CS2003012431

About the service

Lynne Cockerell provides a childminding service from their home in Currie, Edinburgh. The service can care for a maximum of 6 children at any one time under the age of 16, of whom no more than 6 are 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. Numbers are inclusive of children of the childminder's family.

From 17 August 2017 until 30 June 2018, term time, on Monday's and Tuesday's from 11.30am until 5:00pm only, a care service may be provided to a maximum of 7 children at any one time under the age of 16, of whom no more than 7 are under 12 of whom no more than 4 are not yet attending primary school and of whom no more than 1 is under 12 months. Numbers are inclusive of children of the childminder's family. If a current minded child leaves the service before the dates stated, so that the temporary increase in numbers is not required, the registered numbers will revert to those above.

Overnight care will not be provided. Minded children cannot be cared for by persons other than by those named on the registration certificate. David Cockerell is employed as an assistant.

About the inspection

This was an unannounced inspection which took place on Wednesday 23 April 2025 between the hours of 14:10 and 17:00. The inspection was carried out by one inspector.

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

In making our evaluations of the service we:

- spoke to and interacted with children using the service
- spoke with the childminder
- observed practice, daily routines and children's experiences
- reviewed documents in the service relating to children's care, play and learning
- took into account online feedback we received from five families.

As part of this inspection we undertook a focus area. We have gathered specific information to help us understand more about how services support children's safety, wellbeing and engagement in their play and learning. This included reviewing the following aspects:

- staff deployment
- safety of the physical environment, indoors and outdoors
- the quality of personal plans and how well children's needs are being met
- children's engagement with the experiences provided in their setting

This information will be anonymised and analysed to help inform our future work with services.

Key messages

Children led the flow of the day as the childminder consulted with them, observed their choices and responded in a sensitive way to ensure all children's needs were met.

Play experiences were fun and engaging as children had time and space to follow their ideas and imagination.

The environment provided children with a safe, comfortable and fun place to be with their friends after school.

The childminder should review safety procedures when collecting children from school and nursery, to reduce the potential risks.

The childminder should apply for a variation to remove the outdated conditions on the registration certificate so it reflects the current service.

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?	4 - Good
How good is our leadership?	4 - 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 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 were nurtured and supported through their daily experiences in a warm and kind setting. They received friendly welcomes coming in from school which allowed them to debrief and relax. They looked happy to be there and enjoyed spending time with their friends. Their feelings were valued and validated as the childminder listened and helped where appropriate. The flow of the day was led by children, as the childminder enabled and supported. As a result, children seamlessly moved through their afternoon in joy and comfort.

Snack time was safe, relaxed and sociable with everyone coming together at the kitchen table. General chat took place between the childminder and children, as they shared news and made plans together. The childminder reduced choking risks as food was prepared safely and children were supervised when eating. Snack choices were generally healthy and incorporated children's preferences. To improve the snack experience, children should be further involved in preparing snack, to enhance their skills and independence.

Children's individual wellbeing benefited from effective use of personal planning. Information was gathered from parents about children's needs and preferences using the wellbeing indicators and then used to provide their care. The childminder knew children well and enabled them to assess and meet their own needs. For example, the childminder sensitively distracted or suggested an alternative when it would benefit children. This was respectful of individual needs and aided children's understanding of themselves and each other. Children's developmental progress was being monitored to ensure the support was effective. To further improve personal planning, the childminder could be more concise with the strategies of support documented so they can be evaluated over time.

There was no medication needed by children in attendance during inspection, however the childminder had processes in place to manage children's health needs safely.

Quality indicator 1.3: Play and learning

Children had fun as they experienced a range of play, learning and development opportunities. They arrived at the setting with a plan for their play and they were able to follow that plan and develop it over time. They had space and time to chat and share ideas, experiment with group dynamics and follow interests. For example, during the inspection, all children gathered around the garden chute discussing ideas with each other. The childminder respected their process and provided guidance, direction or resources when needed. As a result, children were engrossed in various imaginative play cycles, feeding off each other's ideas and energy.

Opportunities to extend learning were woven into activities as the childminder saw potential to add value. For example, numeracy development was part of a hopscotch game as young children were writing and sequencing numbers. Children worked as a team and were negotiating, listening, sharing, turn-taking and solving problems. The childminder knew when to intervene and when to stand back so as not to interrupt

play. Children spoke excitedly of various activities they did at the service, such as loom bands and crafts. The childminder knew individual children's interests and skills and provided resources to enhance these. Household tasks were also used as learning opportunities, such as sweeping and washing the fence. This meant that children were being listened to while practising new skills.

Learning outdoors took place through playing in the garden, visits to the park and to the library. Children were able to learn about nature as they used natural materials in the mud kitchen and became curious about insects. Children were having fresh air while making connections and building relationships in their local community through regular opportunities.

Parents appreciated the opportunities and experiences their children received. Some comments included, "She seamlessly blends learning with fun, nurturing social skills, kindness, early numeracy, and practical abilities, while celebrating children's triumphs or offering calm reassurance whenever they're upset" and "Lynne provides a wide variety of activities including going to parks, walks, soft plays, library, is inclusive of all festivals, messy activities".

How good is our setting?

4 - Good

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

Quality indicator 2.2: Children experience high quality facilities

The setting was well-furnished, comfortable and homely. Children had space to store their belongings and places to rest or be active. The environment was organised, well-ventilated and relaxing. Children were familiar with the home from home space and moved around freely.

The setting and equipment were safe, secure and well-maintained. For example, the garden was secure and broken resources were replaced. Children's information was sensitively handled and securely stored to protect their confidentiality. Some infection prevention and control measures were in place, however these could be more effective in reducing risk of infection spread. For example, handwashing took place between arriving to the setting and eating, however the children played outdoors in between times; and no plates were provide for children so their food was on the table. In addition, school and nursery collections posed potential safety risks as children ran ahead out of sight at points. While the children were clear about where to stop and wait, the childminder should review these procedures to enhance safety and reduce potential for incidents.

The indoor and outdoor environments were developmentally appropriate spaces. Children knew the spaces they could use in the house and these were prepared for their use. Children's interests and stages of development were reflective in the resources available. This gave children the message that their likes and preferences mattered. A parent said "Lynne takes an interest in the children and will ensure that toys and activities are focussed around this". Children could choose what they wanted to play with and where they wanted to play. This benefited the flow of their ideas.

A range of resources were available such as games, construction, role play and crafts. Some open-ended materials were of offer to spark imagination. The range of these should continue to be extended to benefit children's play. Children moved freely to the garden which suggested they used it daily. The garden was set up with resources to invite children into play so they could see what was available for them to use and knew where to find other resources.

How good is our leadership?

4 - Good

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

Quality indicator 3.1: Quality assurance and improvements are led well

A shared vision, values and aims positively informed practice. These were reflected in the service children received. For example, a safe and fun place to be with friends after school. The dynamics of the service had changed recently as most preschool children moved to school, leaving mostly school aged children. This allowed the service to be tailored more towards older children.

Children were involved to influence change in the setting. They were active in choosing the plans for each day and negotiating with their peers. Formal feedback was also sought from children about different aspects of the service such as snacks and resources. This helped the childminder to be responsive to children's wishes where possible.

Parents were welcomed into the service at collection time. This allowed them to see the service and their children at play. It also built relationships to benefit children's consistent care. Parents were invited to give formal feedback about the service. The childminder was committed to ensuring both children and parents were happy with the service provided and took action in response to their feedback.

Quality assurance was carried out by the childminder to ensure the setting was safe and meeting children's needs. For example, ensuring the environment and resources were suitable for children. However, improvement planning was mostly responsive rather than proactive. For example, the childminder would respond to requests to keep the children and parents satisfied. While the childminder was reflecting on aspects of the service against the 'Quality framework for daycare, childminding and school aged childcare' (Care Inspectorate 2023), they were not yet being evaluative or identifying actions to improve. To further improve the service and be inspired with ideas, the childminder should use best practice documents available on the care Inspectorate's website on The Hub. For example but not limited to, 'Loose Parts Toolkit' (Play Scotland 2019), 'Out to Play' (Scottish Government 2020) and 'Food Matters' (Care Inspectorate 2018).

In order to ensure the childminder adheres to regulatory duties of a childminding service, they should raise their awareness and take action when needed. For example, the inspection highlighted two incidents which, whilst managed appropriately, should have been notified to the Care Inspectorate. This is to ensure children's health, welfare and safety can be assured. In addition, the childminder should submit a variation to the Care Inspectorate to remove outdated conditions from the service registration. This would ensure the registration certificate reflects the service currently.

How good is our staff team?

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 key question as very good.

Quality indicator 4.1: Staff skills, knowledge and values

During inspection, the childminder informed us that the assistant named on the registration certificate is no longer active in the service. The childminder submitted a variation to the Care Inspectorate to remove the assistant and so we assessed the childminder's skills, knowledge and values only.

Children's wellbeing was supported and nurtured through compassionate and responsive care. They were listened to, valued and respected, which was affirming for children. It allowed them to express themselves freely without judgement. The childminder promoted fairness and kindness while modelling this in every interaction. They intervened sensitively between children when needed while also allowing them space to work things out for themselves. This created an inclusive and accepting ethos. A parent said, "Lynne welcomes our child each day with genuine warmth, giving an immediate sense of safety and belonging".

Children and families benefited from a confident, experienced and skilled childminder who was committed to them. Strong relationships with children and parents were at the heart of the service. A parent said, "Every evening she sends us away with thoughtful updates and photos, letting us share in my child's milestones and strengthening the partnership we value so deeply". The childminder held high aspirations for children and their enabling attitude helped children reach their full potential.

The childminder had a membership with the Scottish Childminding Association (SCMA). This kept them up to date with core training such as child protection and first aid. Additional training was sought when relevant to the service, such as food hygiene. Children's welfare was protected as the childminder knew when to involve other agencies who provide support when required.

The childminder aimed to improve through reflective practice and demonstrated that they considered children when making decisions. The next stage of improvement planning is to be evaluative and think about the difference they are making for children and their progress. To help with this, the childminder should use the self-evaluation toolkits on the Care Inspectorate's website The Hub.

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?	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?	5 - Very Good
4.1 Staff skills, knowledge and values	5 - Very Good

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