

Lindsay's Childminding Service

Child Minding

Campbeltown

Type of inspection:
Unannounced

Completed on:
2 May 2025

Service provided by:
Lindsay Ronald

Service provider number:
SP2015987495

Service no:
CS2015342124

About the service

Lindsay's Childminding Service provides a daycare service from their property in the residential area of Campbeltown in Argyll. The childminder is registered to provide a care service to a maximum of six children at any one time under the age of 16, of whom no more than three are not yet attending primary school and of whom no more than one is under 12 months. Numbers are inclusive of children of the childminder's family. Overnight care will not be provided.

Children have access to the ground level of the childminder's home for play, rest, and meals. A garden allows for children to have regular outside play. The bathroom is easily accessible upstairs. Parents provide food. The service is close to local schools, parks, walks and local shops.

About the inspection

This was an unannounced inspection which took place on 1 May 2025. The inspection was carried out by one early learning and childcare inspector from the Care Inspectorate. The service has 11 children registered and during the inspection three children were present. 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 people using the service
- spoke with the childminder
- observed practice and daily life
- reviewed documents

Key messages

- Children experienced warm, responsive care that met their individual needs and promoted strong attachments, supporting their wellbeing and development.
- The childminder enriched children's play and learning experiences by engaging them in meaningful activities that supported their development in language, literacy, and numeracy.
- Children benefitted from a safe, welcoming, and hygienic environment with a range of resources that encouraged creativity and exploration.
- The childminder used reflective practice and family feedback to continuously improve the service, demonstrating a strong commitment to quality and positive outcomes for children.
- The childminder's qualifications, continued professional development, and nurturing values ensured high quality care.

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?	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 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 throughout their day with warm, fun, and caring interactions. As a result, they had formed positive attachments with the childminder. Their individual needs and cues were understood and responded to effectively. For example, the childminder quickly resolved any conflicts between young children positively and fairly using positive self statements and affirmations. This supported children's social development and sense of wellbeing.

Opportunities for rest and sleep were provided to those children who required it and parent's wishes were considered and respected. They discussed and referred to the "Safer Sleep for Babies" guidance with parents. This promoted children's safety and supported their healthy growth and development.

Children benefitted from consistent approaches to their personal care in a respectful way that protected their dignity and privacy. The childminder knew the children very well and was able to fully support children's health and wellbeing. For example, supporting periods of transition from nappy to toilet use or transitioning to a new setting.

Families had regular opportunities to share information with the childminder and receive updates and photographs through a digital application and social media group. In addition, parents were provided daily information sheets with details on care and learning that took place on that day. One parent told us "[The childminder] gives me detailed notes of what [my child] is doing with his time in her care." Another parent told us "[The childminder] is very approachable and has an excellent manner and warmth with all the kids. She is easily contactable and always listens and answers any questions we may have." This supports consistent care for children, helping them to reach their full potential.

Children were supported to eat safely at meal and snack times. For example, food items were cut and washed by the childminder before being shared with the children. Parents provided snacks and meals for their children. The childminder offered a choice of milk to children who also had access to their own water bottles throughout the day. Children sat together at the kitchen table, offering a homely and sociable experience. Children were encouraged to be independent where possible. For example, using cutlery or making choices on what food to eat next.

There were no children who required medication at the time of inspection. The childminder had forms for families to share information appropriate to supporting children's wellbeing, health, and safety in relation to the administration of medication. The childminder agreed to regularly review the policy and permission forms with the latest medicine administration guidance.

Quality indicator 1.3: Play and learning

Children had fun as they led their play from a variety of resources available both indoors and in the garden. They enjoyed engaging in role play together, supported by the childminder who expanded the learning by adding resources and fostering further play opportunities led by the children's interests. Children benefitted from structured and free flow play opportunities. They had access to books, puzzles, some loose parts, role play resources, colour matching activities and sensory play and rice. This supported their healthy growth and development through a variety of play experiences.

Children's opportunities for play and learning were enhanced through strong connections with their local community. For example, children enjoyed regular opportunities to play in the local park, at the beach, at toy library, where they enjoyed singing songs and saying rhymes at book bug groups. This promoted children's sense of belonging to their community and helped to build their confidence in new environments.

The childminder demonstrated a good understanding of children's development and provided effective support to meet their individual needs and help them achieve their full potential. For example, they adapted activities to suit each child's developmental stage, such as offering whiteboards and pens to encourage early mark making skills and practise their fine motor skills or adding puzzles with increasing complexity to support their problem solving skills.

The childminder supported children's interests by planning play experiences around them. For example, after reading a child's favourite book, *The Very Hungry Caterpillar*, they explored related activities such as creating colourful caterpillar themed artwork and observing real caterpillars transform into butterflies in a butterfly garden. These experiences sparked the children's curiosity and sense of wonder.

Children were supported to develop skills in language, literacy, and numeracy. For example, going for walks with the colour wheel to identify colours, mark making and shape sorting. The childminder also used key words from a book and embedded these in the tuff trays for the children to find. Access to the mud kitchen with measuring jugs and bottles promoted the learning of early math concepts. One parent told us "[The childminder] is like a home away from home and has added so much value to our child's life. [The child] shows social skills and an academic understanding which I believe has been supported and encouraged by [the childminder] and the service she provides."

The childminder used a digital application to share significant learning experiences with parents, helping families stay involved in their children's development. Regular updates, including detailed progress reports every six months, were linked to the SHANARRI wellbeing indicators (Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible, Included). We suggested the childminder could further develop their observations by setting specific targets and identifying next steps that build on the children's existing knowledge and skills.

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 childminding home was clean, comfortable, and well ventilated, with plenty of natural light. Children had access to the kitchen, living room, and a secure garden for play. Children could play indoors, outdoors or relax in the living room after a busy day at school. The environment was warm and welcoming, supporting children's emotional wellbeing.

Children had access to a wide range of age appropriate resources, which the childminder regularly refreshed and replenished. These included role play items, real world toys, sensory trays, and arts and crafts materials. We discussed the benefits of storing resources in a way that allows children to self select, encouraging them to revisit previous play experiences and sparking their curiosity. Outdoors, children played in a secure area with opportunities for physical activity, such as using a slide and riding trikes. We suggested enhancing loose parts play in the garden to further support creativity and extend play opportunities.

The childminder had appropriate risk assessments in place for both the home setting and the various community locations they visited, with regular reviews to ensure they remained effective. A comprehensive cleaning schedule was also in place to maintain a clean and well maintained environment, helping to reduce the risk of infection or injury to children.

The childminder demonstrated good practice in infection prevention and control, effectively supporting children's health and wellbeing. Children were reminded and supported to wash their hands at appropriate times, such as before eating and after outdoor play, with young children's handwashing closely supervised to help them develop good hygiene skills. Tables and chairs were wiped down before and after eating, contributing to a hygienic environment overall.

How good is our leadership?

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 3.1: Quality assurance and improvement are led well

The childminder had a clear statement of their aims and objectives within the welcome pack provided to parents. There was an emphasis on building children's confidence and social skills in preparation for school and to support key transitions. It was evident that children experienced a warm, friendly, and safe environment which supported the development of strong attachments between the children and the childminder. This supported children's social and emotional development.

The childminder recognised the importance of positive partnerships with families and actively sought their feedback through questionnaires to inform the development of the service on a regular basis. Additionally, the childminder had informal conversations with families, allowing them to share their ideas or suggestions. One parent told us "[The childminder] is very approachable and has an excellent manner and warmth with all the kids. She is easily contactable and always listens and answers any questions."

The childminder demonstrated a commitment to reflective practice which supported them to identify strengths and some areas for improvement. They had undertaken a detailed reflection on their practice using the Care Inspectorate's "A quality framework for daycare of children, childminding, and school-aged childcare" to guide this process. We discussed the value in the childminder creating an improvement plan to use their reflections and feedback gathered to plan for changes that would positively impact on the service being provided and the outcomes for children.

The childminder kept documentation to record any accidents or incidents involving the children. During the inspection, we noticed that no accidents or incidents had recently been recorded. However, after discussing it with the childminder, we were confident they would maintain accurate records when necessary to ensure the children's safety.

Personal information was stored securely, following best practice guidelines to protect privacy. The registration with the Information Commissioner's Office (ICO) showed their commitment to responsible and secure data handling.

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

Children experienced compassionate and responsive care which enabled them to feel secure. The childminder understood children's individual needs and recognised the value of strong attachments and responded sensitively to children, offering comfort and reassurance with positive affirmations and kind words.

The childminder had completed a vocational qualification in children's care, learning and development and confidently discussed how her understanding of children's development influenced the care and support she offered. For example, recognising the children's stage of development and supporting them to reach developmental milestones. One parent told us [The childminder] had an open and honest line of communication and often has great advice and insight[ful] encouragement."

Children's care, development and wellbeing benefited from the childminder's engagement and commitment to continued professional learning. They were up to date on core training such as safeguarding and first aid. The childminder demonstrated a passion for outdoor learning and expressed a commitment to further training in this area. They had plans to refresh, expand their knowledge and gain new ideas to further enrich children's play and learning outdoors. The childminder was aware of the importance of ensuring they undertook regular training on infection prevention and control relevant to their role and was proactive in seeking out these opportunities.

The childminder maintained regular links with other local childminders and kept herself well informed through their membership with the Scottish Childminding Association (SCMA). The childminder shared their experience in becoming a mentor and enjoyed supporting others in developing their childminding practice. This demonstrated a commitment to the childminding industry and on improving the experiences for children and their families.

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?	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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