

# Boyle, Elaine Child Minding

Armadale

**Type of inspection:**  
Unannounced

**Completed on:**  
27 May 2025

**Service provided by:**  
Elaine Boyle

**Service provider number:**  
SP2003906795

**Service no:**  
CS2003013076

## About the service

Elaine Boyle provides a childminding service from her home in Armadale. Children are cared for on the ground floor of the home. Children have access to a large enclosed outdoor garden, playroom, kitchen, and lounge. The service is close to local schools, a nursery, parks and amenities.

The service is registered to;

### **Number(s) and Age(s) of person(s) to whom service may be provided:**

1. To provide a care service to a maximum of six children at any one time under the age of 16, of whom a maximum of six will be under 12, 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 the childminder's family.

### **Any other conditions unique to the service:**

2. Minded children cannot be cared for by persons other than those named on the certificate.

## About the inspection

This was an unannounced inspection which took place on Tuesday 27 May 2025 between 12:15 and 14:00. 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 two children using the service and received two responses to our electronic questionnaire
- spoke with the childminder
- observed practice and how children were supported
- reviewed documents.

"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.
- Staff deployment of the physical environment, indoors and outdoors.
- Safety 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

- The childminder interacted with children in a caring, kind and respectful way.
- The childminder had established very good relationships with families.
- Personal plans could be further developed for children by containing more information about how they are supported, their development and progress. They should be formally reviewed at least six monthly.
- Self evaluation of the service needs to be further developed.
- The childminder should undertake training or learning that will support their continued professional development.

## 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?	5 - Very Good
How good is our leadership?	3 - Adequate
How good is our staff team?	3 - Adequate

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 several strengths impacted on positive outcomes for children.

### Quality Indicator 1.1: Nurturing care and support

All interactions with children were caring, nurturing and kind. Positive attachments and trusting relationships with the childminder and each other promoted a respectful care setting. As a result, children were happy, relaxed and confident in the childminder's care as they felt safe and secure. Families told us the childminder "Was patient and understanding with my child and empathetic and reliable."

Effective communication with families meant that the childminder worked in partnership with parents. Information was shared about their children on a daily basis. This helped parents feel included and involved in what they were doing and enabled the childminder to share children's experiences. Parents shared "Elaine has helped my child develop life skills in her home, in a safe and nurturing environment."

Through discussion the childminder demonstrated a good knowledge of children's individual needs, personalities and interests. We asked them to include information about this within their personal plans. This will support children's overall wellbeing as their care can be planned for. It will support continuity, note their progress and enable next steps to be identified. **(See area for improvement 1).**

Parent's provided packed lunches for children. Meal times were a relaxed, unhurried and sociable time for children. They chose what they wanted to eat and had access to drinking bottles which kept them hydrated.

### Quality Indicator 1.3: Play and learning

Children benefitted from a child centred approach. A range of activities and experiences were available that supported their interests, development and well-being. Children's play was supported by the childminder's positive interactions as she encouraged them in what they were doing and recognised their achievements. For example, asking questions encouraged children to talk about their play. While playing, children said "I'm the mum and she's the dog."

Because the childminder understood the needs of children, they were responsive to and supported their choices. Language and literacy was promoted through play. To support their learning, we talked to the childminder about ways to record activities provided for children. The use of pictures and observation could be used to assess how they support children's development. For example, noting why the activity was offered and the benefits and outcomes for children. This would help monitor children's learning and help identify 'next steps' for their continued progress. **(See area for improvement 2).**

The local community was well used to extend children's experiences. For example, going to local parks and places of interest promoted opportunities for children to explore the natural environment, develop their physical skills and confidence on large equipment as well as learn social skills.

## Areas for improvement

1. To support children's development and progress, the childminder should further develop the use of personal plans. They could contain;

- information about children's individual needs, preferences and choices and plan how to meet these to support children to have positive outcomes.
- be a tool for outlining strategies to support children to learn life skills
- formal reviews with parents and where appropriate children discuss progress and identify 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 which state that '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).

2. To support positive outcomes for children's learning and development, the childminder should develop the use of observations and records of activities provided. They could be used to assess their progress and identify 'next steps' for their continued learning and development.

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 which state that 'I am supported to achieve my potential in education and employment if this is right for me.' (HSCS 1.27)

## How good is our setting?

### 5 - Very Good

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

Quality indicator 2.2 - Children experience high quality facilities.

Children were cared for in an environment that was homely and welcoming. A risk assessment checklist and daily visual checks meant that areas used by children indoors and outdoors were safe. This ensured the home was well maintained and organised for children which supported safe play. We asked the childminder to review the written check list to ensure information was up to date. Parents shared "Elaine's home and environment is nurturing and supports all the children, it is very welcoming, she has a safe and healthy space."

Children benefitted from a dedicated playroom where toys and resources were readily available. This supported children's choice as they could independently select what they wanted to play with. The range of toys, games and books suited all children's needs and interests. They could choose where to play which meant they could extend their games as they wanted to. Supported by the childminder, children had positive play experiences as she encouraged their choices.

Importance was placed on being outdoors. The garden was fully enclosed and safe for children. Community resources were also used and provided opportunities for children to play on large equipment and explore the natural environment. As a result, children had developed confidence in their physical abilities.

We were satisfied that the spread of infection was minimised as infection prevention and control measures were in place. As a result, we saw that all areas were clean and hygienic.

## How good is our leadership?

**3 - Adequate**

We evaluated this key question as adequate, where there are some strengths, these just outweigh weaknesses.

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

The childminder's values were evident in the warm, sensitive interactions observed throughout the inspection. This enabled children to share their views and feel listened to. We saw they were supported by the childminder with the activities they chose. During play, children had positive experiences as they knew their views mattered.

Verbal communication supported information sharing. Families felt involved as they could share their views which informed the care provided. This enabled a flexible approach which met their needs. Parents were kept up to date about the activities their children were doing and progress they were making. Parents confirmed they were "Involved in this to ensure my child's input and preferences were considered." The childminder could consider more formal ways of gathering families views so they can be involved in the development of the service.

We talked to the childminder about ways self-evaluation could be used to develop the service. They should become familiar with 'A quality framework for daycare of children, childminding and school aged childcare.' This document is aimed at helping services evaluate their work. It will help identify what is going well and areas for development. In addition, using guidance such as Realising the Ambition would support this work. The bitesize information on the Care Inspectorate hub about quality assurance may also be useful. This will help improve outcomes for children. **(See area for improvement 1).**

### Areas for improvement

1. To improve outcomes for children, approaches to quality assurance and self-evaluation should be developed, including methods to consult with children and families. The childminder should become familiar with best practice guidance and use this to support her approaches to self-evaluation and planning for continuous improvement.

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

## How good is our staff team?

**3 - Adequate**

We evaluated this key question as adequate, where there are some strengths, these just outweigh weaknesses.

### Quality Indicator 4.1 - Staff skills, knowledge and values.

Children benefitted from an experienced childminder who helped them feel secure with a kind, caring and consistent approach. The childminder had a good understanding of child development which enabled responsive care. As a result, children were supported in their play, and had positive experiences as they were happy and content in her care.

The childminder was skilled at building relationships with families. They recognised and valued working in partnership with parents. Their approachable manner enabled information to be shared on a daily basis. Parents shared that the childminder "Openly communicated with me about my child, about their progress or any concerns." And "Honest relationship and trustworthy."

The childminder had not completed training. To keep up to date with current practice, they should identify learning that would support professional development. For example refreshing First aid and child protection. We talked about how best practice guidance could also support professional development as they reflect current practice and would support the development of the service. **(See area for improvement 1).**

## Areas for improvement

1. To improve outcomes for children, the childminder should develop a training plan to support their learning and professional development. This should include, but not be limited to, child protection and first aid training. This plan should be based on self-evaluation and the needs of children and the service as a whole. Learning should be evaluated to show how it has been used in practice.

This is to ensure that care and support is consistent with the Health and Social Care Standard (HSCS) which states that: 'I have confidence in people because they are trained, competent and skilled, are able to reflect on their practice and follow their professional and organisational codes'. (HSCS 3.14)

## What the service has done to meet any requirements we made at or since the last inspection

## Requirements

### Requirement 1

The childminder must ensure that all attendances are appropriately recorded.

This is in order to comply with:

The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 SSI 2011/210 Regulation 4(1)(a) Welfare of users  
and

The Regulation of Care (Requirements as to Care Services) (Scotland) Regulations 2002 SSI 2002/114 Regulation 19(3)(d) Records.

Timescale for implementation:

With immediate effect on receipt of this report.

**This requirement was made on 13 June 2017.**

### Action taken on previous requirement

The childminder records children's attendance in a diary with the times they are in the service.

**Met - within timescales**

## 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

It is recommended that the childminder should gain written permission from each family of older children using the service who chooses to allow their children to walk home from school unaccompanied or to play out of sight of the childminder.

This is in order to comply with:

National Care Standards Early Education and Childcare up to the age of 16- Standard 14 A well managed service.

**This area for improvement was made on 27 May 2025.**

#### Action taken since then

At present the childminder does not have any children who walk home from school unaccompanied. On occasion, older children can play in the park across from the childminders home. She has a direct view of this. We asked that information about this should be included in their personal plans.

**We will update the area improvement to reflect this.**

### 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?	5 - Very Good
2.2 Children experience high quality facilities	5 - Very Good

How good is our leadership?	3 - Adequate
3.1 Quality assurance and improvement are led well	3 - Adequate

How good is our staff team?	3 - Adequate
4.1 Staff skills, knowledge and values	3 - Adequate

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