

Cassidy, Angela Child Minding

Edinburgh

Type of inspection:
Unannounced

Completed on:
30 June 2025

Service provided by:
Angela Cassidy

Service provider number:
SP2006962509

Service no:
CS2006139828

About the service

The childminder is registered to provide a care service to a maximum of seven children at any one time under the age of 16, of whom no more than three are not yet attending primary school, and whom no more than one is under 12 months. The numbers are inclusive of the childminder's family.

The service is provided from the childminder's home in Edinburgh. Local amenities include the local school, nursery, shops and parks. The service is delivered from the ground floor of the family home with children accessing the lounge, dining/play room, kitchen and toilet. Children have access to the enclosed garden.

About the inspection

This was an unannounced inspection that took place on 29 May 2025 from 11:45 to 16:30. Feedback was given by telephone on 30 May 2025. 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, information submitted by the service and intelligence gathered since the last inspection.

In making our evaluations of the service we:

- met four children that used the service
- spoke with the childminder
- met a relative of one child
- observed interactions between children and the childminder
- reviewed documents
- gathered feedback from families about the service using a Microsoft Forms survey.

Key messages

- Children felt valued, loved, and respected because their care and support was delivered in a warm, kind, and compassionate way.
- The childminder was skilled at identifying and supporting children's individual needs. They ensured that all children received the support they needed to achieve their potential.
- The childminder had a very good understanding of how children learn through play. The content of child observations, planning, and demonstrating outcomes for children through the floor book evidenced this.
- Children's rights were promoted and evident in the childminder's practice and in their interactions with children.
- The childminder was a reflective practitioner and we could see that they regularly made adjustments to their practice in response to new guidance and as a result of their continued professional learning.
- Children's outcomes improved as the childminder had accessed a wide range of training and had begun studying at degree level for their BA in Early Learning and Childcare. This had supported the childminder to continuously develop as a practitioner.

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?	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 by the childminder who treated them with warmth, kindness, and compassion. A child was gently encouraged to join the other children as we looked through the floor book. They were included in the discussion about the photographs. They smiled and named the other children. Delivering care using a calm approach helped children to feel valued, loved, and secure. A parent said, "Angie has a warm, engaging approach that puts my son at ease, and she is flexible, reliable, and communicative about my son's day, also, she offers activities that align with my son's interests (e.g., crafts, outdoor play, learning games)."

Children's overall health and wellbeing was supported by consistent care and support that met their individual needs. Significant information was captured within each personal plan, including a chronology, individualised care and support plan, and a termly review. A parent described their involvement in the personal plan as, "Co-Creating the Personal Care Plan." They described the process as, "Initial Meeting: Discuss the child's routine, likes/dislikes, allergies, sleep habits, and developmental goals (e.g., potty training, social skills). Shared Input: Provide written notes about your child's needs. Goals Alignment: Agree on focus areas." Daily chats and the use of social media platforms, meant that there was open communication and in the moment sharing of information with families. We could see that they were included and listened to when agreeing the care and support for their children. A parent said, "Our childminder schedules routine check ins to go through the development plan and she also has daily updates." The childminder responded quickly, sensitively, and compassionately to changes in a child's life.

Children enjoyed unhurried and sociable mealtimes during our visit. They developed life skills when involved in preparing food. Children had chopped the vegetables for their pizza. The childminder respectfully informed children that the pizzas were going in the oven, and that it was nearly time for lunch. The children helped to set the table and washed their hands. They hungrily ate their pizza alongside the childminder, and drank their water. The childminder talked about how younger children had been supported to follow mealtime routines, including sitting at the table to eat, and using cutlery. Children were confident following mealtime routines that supported their independence and kept them safe. A parent said, "The variety and quality of food our son enjoys while in Angie's care is excellent. It's reassuring to know he has a balanced and varied diet. We also really appreciate how thorough she is when it comes to checking for any possible allergies, which gives us even more peace of mind."

Quality indicator 1.3: Play and learning

The childminder had a very good knowledge and understanding of their critical role in promoting children's learning and development through play. The content of observations, planning records, and demonstrating outcomes for children through the floor book evidenced this. Children had fun as they experienced high quality play, learning, and development opportunities. A parent said, "Angie keeps us well-informed at pick-up, through the parents' app, and during review meetings. She stays on top of our son's developmental milestones, providing support and opportunities for him to practice key skills, while also keeping us engaged by reminding us to reinforce them at home."

Children's interests and preferences were considered so that planning was responsive. The childminder had a very good understanding of children's rights. They respected children's choices by consulting with them regularly. Children showed an interest in numbers as they used the variety of resources in their play. One child was curious about how to open the casing around a clock. They repeatedly focused on solving the problem, and once they had mastered opening the clock, told us that the shape of the clock was a triangle. Children's play experiences encouraged their curiosity and promoted their learning and development. A parent said, "Child's Voice: Involve your child."

The childminder shared children's experiences and their progress and learning in a variety of ways. This engaged families in the service so they felt included. Photographs and child observations were shared through social media platforms. Effective communication ensured that children's current needs were shared and acted upon. Sharing information about outcomes for children, as a result of their experiences, highlighted how play supported children's development. Children were supported to achieve their potential. A parent said, "We have regular opportunities to chat at drop-off and pick-up, and Angie also shares photos and detailed updates on our son's development through the app. She carries out very thorough reviews twice a year and she is always willing to make extra time to discuss any specific needs if required."

The childminder understood the importance of children having opportunities to play outdoors and use the local community. Children were active and developing physically. They benefitted from risky play opportunities, and were developing a love for the natural world around them. They were developing confidence and skills in problem solving. A parent said, "Outdoor play is a priority in this childminding setting."

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 key question as very good.

Quality indicator 2.2: Children experience high quality facilities

Children experienced a calm, welcoming, and homely environment. Children were confident as they moved around the areas of the home, and selected toys and resources independently. They were following their interests and leading their play and learning. Children had ample space to play with resources on the floor, or cosy up for a nap in the sleep room. A homely environment supported children's emotional wellbeing. A parent described the environment as "engaging."

The childminder's home was bright, clean and well maintained. They were alert to potential risks in their setting, outdoors, and in the local community. This safeguarded, protected, and supported children's wellbeing and safety. Potential risks were identified and minimised through the use of risk assessment. Infection prevention and control measures included cleaning and hand washing routines, that were effective. Children were guided and supported to stay safe through discussion and opportunities to take on new challenges.

Children and family's personal information was securely stored. This showed the childminder understood their responsibility to maintain confidentiality and store records safely. They sought permission for taking photographs and shared them through social media platforms.

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 well led

The childminder had developed trusting relationships with children and families. Effective communication ensured information gathered supported the delivery of high quality care and support for children. The childminder had consulted with children and families to agree the values of the service. A wall display had shown their involvement in agreeing the values that fitted with the service being delivered. This promoted a positive atmosphere for children to play and learn. A parent said, "We feel we can really trust our childminder, there is really clear and consistent communication, our child loves her."

Quality assurance systems and processes had been developed. Care Inspectorate's 'A quality framework for daycare of children, childminding and school-aged childcare' and Education Scotland's 'How Good is our Early Learning and Childcare' had been used as self-evaluation tools. The childminder had reflected on how they were doing, how they knew, and what they were going to do now. Self-evaluation supported reflective practice. We could see that the childminder regularly made adjustments to practice in response to new guidance, and as a result of professional learning. For instance, they had made changes in relation to mealtimes following the update to 'setting the table' guidance. The childminder had conversations with others to role model good practice, including through their role with Scottish Childminding Association, as a mentor for new childminders. This enabled the childminder to influence good practice with the next generation of childminders.

Children and families were listened to, and their views taken into account. The childminder recognised the importance of involving children and families in the development of the service. Children and families were encouraged to share their thoughts and views in a variety of ways. Social media platforms encouraged open communication, open evenings enabled families to see the floor books showcasing children's experiences, and formal review meetings enabled discussion in relation to children's progress and learning. Families had influenced how often photographs and child observations were shared to ensure this was manageable for the childminder. They had agreed that the focus of the childminders time should be with children. Families felt valued and included as a result.

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

The childminder's warmth, kindness, and compassion meant children felt valued, loved, and secure. The rights of children were promoted and evident in the childminder's practice. They listened to children as they planned experiences, ensuring that activities were age and stage appropriate, and reflected children's interests and curiosities. The childminder recognised that secure attachments and quality interactions nurtured children's security, confidence, and positive relationships.

The childminder demonstrated a clear understanding of how children develop and learn. The floor book showed how children were supported to learn. Their voice was captured as they enquired about what they saw. Language was extended through discussion with the childminder, and children reflected on their learning when they looked through the floor book. The childminder had reflected on the impact of children's experiences using practice guidance, including 'Realising the Ambition, Being Me' and 'Getting it right for every child.' Continued study at degree level through BA in Early Learning and Childcare, and other continued learning opportunities, linked directly to reflection around delivering high quality outcomes for children. A parent said, "This level of personalised care, as well as her ongoing commitment to learning and improving, is hard to find in other care settings."

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

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