

Little Rainbows Childminding Child Minding

EDINBURGH

Type of inspection:
Unannounced

Completed on:
27 May 2025

Service provided by:
Marion Inglis

Service provider number:
SP2017988877

Service no:
CS2017354848

About the service

Little Rainbows Childminding is registered to provide a care service to a maximum of six children at any one time up to 16 years of age, of whom no more than six are under 12 years, no more than three are not yet attending primary school and no more than one is under 12 months. Numbers include the children of the childminder's family/household.

The service operates from the childminder's family home in North Edinburgh and is close to a local school, nursery, shops, parks, woodland areas and public transport links. Children have access to the lounge/dining area, kitchen and toilet facilities on the lower level. They can also access a spacious, enclosed garden at the rear of the property.

About the inspection

This was an unannounced inspection which took place on 20 May 2025 between 12:15 and 14:15. 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 attending the service
- spoke with the childminder
- received electronic feedback from two families
- observed practice and daily life
- 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:

- 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 were happy, confident and settled in the service.
- Warm, respectful and nurturing relationships supported children to feel safe and secure.
- Positive relationships with families supported effective communication and information sharing to ensure continuity of care.
- Children were cared for in a safe and homely environment.
- Daily experiences were well planned to support children's individual interests, play and learning.
- Opportunities for play and learning were enhanced through positive connections with the local and wider community.

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?	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 happy, settled and relaxed in the childminder's care. They experienced warm and nurturing care which supported them to feel safe and secure. Children had formed positive attachments with the childminder and as a result, this supported their emotional wellbeing.

Parents were positive in their feedback and strongly agreed with the statement "Overall, I am happy with the care and support my child receives in this service". Comments we received from parents included, "We feel we have a great relationship with (childminder), she is honest, thoughtful and extremely caring with the children, always putting the children and settings needs front and centre".

The childminder knew children and their families very well and described positive, trusting relationships with them. A range of effective communication methods were used to ensure parents were involved in their child's care, including daily discussions and regular written updates through social media. This ensured good links between the childminder and home, which supported a continuity of care. Parents told us that communication was very good and one parent told us, "We appreciate the regular photos and updates, it is so reassuring to know that our (child) is relaxed and at ease with (childminder) and the other children there".

Children's overall wellbeing was supported through the childminder's knowledge and understanding of their needs. The childminder spoke confidently about individual children's needs and strategies they used to support them. For example, supporting potty training, and encouraging children's language development, through daily routines of stories and songs. The childminder worked closely with parents to ensure children's routines and preferences were consistent with home. Information gathered informed personal plans and included children's interests, routines, medical needs and dietary requirements. Six monthly reviews were carried out to ensure the children's care and support was right for them. This meant that families had trust and confidence in the care and support the childminder offered.

Effective medication systems and procedures were in place to keep children safe. Whilst children did not currently need medication administered, the childminder had procedures in place which were in line with Care Inspectorate's best practice guidance, 'Management of Medication in Day care and Childminding Services'. This meant that should children require medication, the childminder was well placed to administer medication safely.

The childminder recognised the importance of rest and sleep for children's overall wellbeing and followed routines from home. Travel cots were provided for younger children to rest and sleep. The childminder was aware of safe sleeping guidance and told us children were supervised while sleeping. This promoted good habits and supported children's emotional security and wellbeing.

The childminder had a very good knowledge and understanding of their role and responsibilities in safeguarding and protecting children. They had completed child protection training and were confident in appropriate action to take if concerns for the welfare or wellbeing of children should arise. This meant that

children's safety and wellbeing was well supported.

Snack and lunchtimes were unhurried, relaxed, nurturing experiences. Children were seated safely and the childminder sat with the children chatting to them. This helped create a positive social experience where children could relax and enjoy being with one another. The childminder was well organised and families provided packed lunches for their children which were stored safely to ensure food was kept fresh. Snacks were provided by the childminder, which included healthy choices of fruit. The childminder was clear of the importance of sitting with children throughout mealtimes to ensure their safety while eating.

Quality indicator 1.3: Play and learning

Children were happy and enjoyed a variety of opportunities which met their needs, interests, and curiosities. They were leading their own play, exploring and being creative. This meant that play was meaningful. The childminder knew the children well and ensured there was a balance of resources to meet their needs. For example, dolls, games art and crafts, and sensory experiences.

The childminder used their experience and knowledge of child development to create a rich learning environment where children's play was valued and respected. For example, when on walks with the children, natural resources were gathered to be used in the mud kitchen and for sensory experiences. The childminder responded enthusiastically to children's interests and their skilful questioning enhanced children's learning and curiosity. Children's successes and achievements were recognised and celebrated with families during the day through social media platforms.

Literacy and numeracy were naturally incorporated into play and learning experiences. Children were able to access a variety of books and mark making activities, and the use of songs and rhymes promoted early communication and language skills.

Children benefited from regular opportunities to play outdoors and engage in their local and wider community. Visits to local parks, Bookbug sessions at the local library, museum visits and nature walks enabled children to explore different experiences. This contributed to children having opportunities to be active and lead a healthy lifestyle. Local playgroups provided further learning opportunities and supported children to make social connections and feel included within their community.

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: High quality facilities

Children were cared for in a warm, welcoming environment which was well ventilated with plenty of natural light. Areas used by children were comfortable and well furnished. The living room offered a calm, cosy space where children could rest, relax and share stories. The layout and the selection of resources were easily accessible for children of all ages. This promoted their independence and ability to lead their own play.

Toys and resources were clean, safe and well maintained. Children enjoyed a range of toys, games and activities which were developmentally appropriate and offered challenge. This promoted fun, learning and sustained engagement in play. For example, construction toys, cars, games and art and craft materials.

Natural and open-ended play materials provided further opportunities to extend children's learning and develop curiosity, enquiry and problem-solving skills.

Children's health and wellbeing was promoted through good infection prevention and control measures to ensure a safe and hygienic environment. Children were encouraged to develop self-care skills and follow good hand washing procedures. During personal care routines, the childminder used appropriate personal protective clothing to further prevent the spread of infection.

The garden offered a good range of outdoor play resources to support children's play experiences and encourage and develop their skills. For example, a chute, mud kitchen and tuff trays for a range of sensory activities. The summer house provided a further space for quieter activities including a dolls house and small play resources. A sofa and soft furnishings in the summer house provided time for children to rest and relax while outdoors.

The childminder carried out visual checks prior to children arriving and throughout the course of the day, this helped ensure children were protected from harm, and any measures put in place to keep children safe if required. Written risk assessments for specific areas within the home, garden and for activities and outings were clear and identified actions to be taken to ensure children's continued safety.

Children and their family's personal information was securely stored, and the childminder had registered with the Information Commissioner's Office to protect personal data. This helped protect children and their family's privacy.

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 improvement are well led

The childminder demonstrated a strong commitment to providing and improving positive outcomes for children. Trusting relationships and effective communication had supported children and families to feel valued and included in the service. Parents told us they strongly agreed with the statement, "My child and I are involved in a meaningful way to help develop the service."

Clear policies and procedures were in place that supported the childminder to deliver a good service. Policies were shared with parents when starting at the service and when changes were made. This contributed to them feeling included and well informed. The childminder spoke daily with parents, and photographs and messages were shared regularly through social media. This helped parents be involved in their child's experiences.

Parents told us they were happy with the level of information shared by the childminder and also the opportunities to share their views and develop the service. The childminder should continue to consider ways to share parent feedback and demonstrate to them how their feedback has improved the service. We discussed with the childminder ways children could be given further opportunities to continue to be involved in the evaluation of the service. For example, recording their ideas through the use of floorbooks.

The childminder was motivated about their role and had recently developed an improvement plan. The key focus was to organise and deliver weekly forest play/kindergarten sessions.

The plan would support the childminder to clearly track the success of the desired improvements. This would also identify gaps in children's experiences, to promote sustainable and continuous improvement of the service and help influence and lead positive changes for children.

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 benefitted from the childminder's warm and responsive approach, and positive interactions we saw helped children to feel valued and included. Positive relationships had been built with families, and parents told us the childminder "Was a great source of advice" and "We appreciate (childminder's) gentle parenting philosophy, and the fact that they make an effort to accommodate our needs".

The childminder was committed to their ongoing professional development and had participated in a range of training to ensure they were informed about current best practice guidance and key interests. These included, Realising the Ambition, forest kindergarten, attachment, and the impact of technology on child development and behaviour. We suggested evaluating the impact training had on the service more formally. This would enable the childminder to reflect on outcomes for children and further enhance the high quality of care.

The childminder also attended a range of training which would support and keep children safe. For example, child protection, paediatric first aid and infection prevention and control training. This had supported the childminder to provide care which promoted children's safety and wellbeing.

A variety of methods were used by the childminder to stay informed about changes in the sector. These included updates from the Care Inspectorate and the Scottish Childminding Association (SCMA). The childminder linked with other local childminders, which helped promote professional discussion of new guidance, challenges and practice sharing, as well as giving children further social opportunities within the local community. This encouraged them to reflect on their service and supported them to further develop and enhance children's experiences.

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?	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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