

# Skene, Amanda Child Minding

Glenrothes

**Type of inspection:**  
Unannounced

**Completed on:**  
10 July 2025

**Service provided by:**  
Amanda Skene

**Service provider number:**  
SP2003904337

**Service no:**  
CS2003007355

## About the service

Amanda Skene operates a childminding service from their family home in Colton of Balgonie, Fife. They are registered to provide care to a maximum of six children at any one time under the age of 16 years, of whom, no more than three are not yet attending primary school and of whom, no more than one is under 12 months.

Children have access to a large designated play room, enclosed garden, kitchen and toilet facilities. The service is close to the local school and other amenities and can be reached by public transport links.

## About the inspection

This was an unannounced inspection which took place on Tuesday 8 July 2025 between 11:15 and 13:00. Feedback was given on Thursday 10 July 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, registration information, information submitted by the service and intelligence gathered since the last inspection.

In making our evaluations of the service we:

- spoke with five children using the service and received feedback from four families
- spoke with the childminder
- observed practice and daily life
- reviewed documents.

## Key messages

- Children were happy, settled and engaged in play.
- Children freely accessed a wide selection of resources indoors and outdoors to lead their play.
- Mealtimes promoted children to develop independence in feeding in a relaxed and sociable way.
- Children benefitted from regular trips and outings in their local community.
- Positive attachments had been made that supported children to feel safe and secure.
- Personal plans should be reviewed in line with guidance.
- Core training should be refreshed to ensure the childminder continues to promote children's safety and wellbeing.

## 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?	4 - Good
How good is our leadership?	4 - Good
How good is our staff team?	4 - Good

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 positively on outcomes for children and clearly outweighed areas for improvement.

### Quality indicator 1.1: Nurturing care and support

Children experienced kind and nurturing interactions from the childminder that supported their wellbeing. Positive attachments had been formed between children and the childminder that promoted a sense of safety and security. Children told us they enjoyed being at the childminders, and had fun. Families comments included "Amanda knows my children so well. She is nurturing and loving towards them and they both have felt very much at home in her home since they were babies. I have peace of mind when at work that they are safe and happy" and "My child adores his childminder. She's caring, fun and has got to know him very well." As a result, families had confidence in the care and support children receive to meet their individual needs and wishes.

Mealtimes offered children opportunities to eat with peers. There was a child sized table and appropriate seating for stages of development that meant children were safe as they enjoyed a relaxed and sociable mealtime. Children came to the service with their own packed lunches. The childminder encouraged children to enjoy healthy food choices and ensured they were well hydrated, offering drinks throughout.

The childminder spoke with families regularly about the individual needs of children. This approach supported effective communication and consistency of care. Each child had a personal plan. These recorded information about the child but had not been updated to reflect changing routines and preferences. We encouraged the childminder to ensure plans are reviewed with children and families at least every six months in line with guidance (see area for improvement 1).

Children were able to rest and relax as part of their individual routine and preferences. The childminder used travel cots for younger children. This ensured they were safe and secure as they slept. Practice was in line with safer sleep guidance. As a result, children's emotional security and wellbeing was promoted.

No children attending the service required medication. We reviewed existing procedures and were satisfied that medication would be administered safely if required to meet children's health needs.

The childminder was aware of their responsibility to safeguard children. We suggested that they update their child protection training to refresh knowledge in keeping children safe from harm.

### Quality indicator 1.3: Play and learning

Children independently accessed a wide selection of resources and activities to support their interests. The childminder had a sound understanding of what was important to each child. Resources were arranged in the play room that meant children were able to access these freely. This included role play, trains, blocks and wheeled toys. One child told us they liked to play with the castle. As a result, children were engaged and able to direct their own play and learning.

The childminder understood the importance of outdoor play.

Children benefitted from daily opportunities to attend groups in the community, visit parks and green spaces, take part in trips to the Safari park and enjoy exploring at the beach. The childminder valued the importance of children being outdoors. Families told us they liked how children experienced a breadth of learning, attending groups, parks and trips out. As a result, children developed a positive connection with their community and the benefit learning in nature brings.

Children had free flow access to the large enclosed garden. This offered many opportunities to move their bodies in different ways and benefit from regular fresh air and exercise. They were able to climb, swing and bounce, learning about managing risks as they explored this area. Children told us they liked to play in the back garden.

Children benefitted from resources that promoted literacy and numeracy through play. For example, we saw a variety of books and other resources that promoted children to talk, sing and count. One child enjoyed using the microphone to sing songs and enjoyed sharing this with the childminder. The childminder recognised the progress children had made since being in the setting. As a result, children's learning and development was supported through play that was meaningful to them.

### Areas for improvement

1. To promote children's continued learning, development and enjoyment in the service the childminder should regularly review information gathered and recorded in children's personal plans. This should include children's current development needs and what is important to them. Plans should be reviewed and updated with children and families in line with guidance.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'My personal plan (sometimes referred to as a care 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).

### 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

Children benefitted from a service that was well maintained, furnished to a high standard with lots of natural light and ventilation in the play space. They had access to a large, designated play room and direct access to a well organised and maintained garden to the rear of the property. The structure of the outdoor space and the attention to detail meant children were able to explore safely and freely, supervised by the childminder. The indoor environment was organised to ensure children had space and able to access resources that were developmentally appropriate. Families said "The playroom is brilliant and they love it," "The children have pretty much free access to the back garden that they all enjoy," it's a "Home from home environment" and the childminder "spends her whole time concentrating on the kids." This meant families had confidence children experienced high quality spaces.

Regular checks were carried out in all areas children had access to. The childminder carried out dynamic risk assessments when out in the local community. This ensured children's safety was considered in all spaces.

Effective infection prevention and control procedures were in place to support a safe environment. Children's health and wellbeing was well supported by a range of measures to limit the spread of infection such as ventilation and hand washing routines. Children were confident with hand washing at key times throughout the day as they were able to access hand washing facilities easily near the playroom.

## 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

Children benefitted from the childminder's positive and nurturing ethos that was promoted through their aims and objectives for the service. The childminder's vision was for all children to enjoy their experience indoors and outdoors, access the wider community and develop independence through play. Their caring approach supported children to make choices and feel included. As a result, children felt loved, safe and secure.

The childminder had built positive, trusting relationships with the families that used the service. They took time to talk and share important information about the child's day and worked closely with them to ensure children reached their full potential. Families told us they received regular updates and photos of what children had been doing. As a result, the childminder provided a service that met the needs and interests of children in their care and ensured families felt included.

Families previously had the opportunity to share their thoughts and suggestions on the service through questionnaires. The childminder also spoke with them informally at drop off and pick up times. Families shared they were very happy with the service that the childminder offered. Comments included "She's incredible," "fantastic," and "I have never felt so valued as a parent, Amanda's job is her life. You'd have to see it to understand how special she is." This meant they had trust and confidence in the childminder to deliver a quality service that met their child's needs.

There was limited current evidence of self-evaluation. The childminder was able to reflect on how the service was doing and how they knew through feedback from families and children's experiences. We signposted them to the Care Inspectorate's best practice guidance 'A quality framework for day care of children, childminding and school aged childcare (Care Inspectorate, 2022). Regularly accessing resources and best practice documents would ensure children continue to receive care from a service committed to continuous improvement.

The childminder had developed policies. These were shared with families in the 'standards booklet' so that they knew what to expect from the service. We suggested they were kept under regular review to ensure they reflected best practice.

## How good is our staff team?

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 4.1: Staff skills, knowledge & values

Children's health and wellbeing was well supported by the childminder who demonstrated commitment to children having fun and learning through play. They recognised the importance of nurturing and positive relationships and expressed a 'professional love' for children. Interactions were kind, compassionate and respectful. This nurturing and responsive approach showed children were valued and loved. The childminder was attuned to children's cues, enabling them to meet children's needs. Families told us "We absolutely trust Amanda and she take's incredible care of our son" and "Amanda is approachable and honest." As a result, positive relationships had been formed with families and strong attachments with children.

The childminder was experienced and had delivered a service to many families. They understood how children develop and learn. Core training such as First Aid and child protection training had been previously completed some time ago. We discussed the importance of keeping training updated. The childminder should update training to ensure they are following current guidance and best practice in promoting children's safety and wellbeing (See area for improvement 1).

### Areas for improvement

1. The childminder should access suitable training and self-directed learning to support children's safety and wellbeing. This should include, but not limited to updating first aid, child protection & safeguarding training.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state 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).

## 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?	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?	4 - Good
4.1 Staff skills, knowledge and values	4 - Good



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