

Morrison, Tracy Child Minding

Cumnock

Type of inspection:
Unannounced

Completed on:
23 July 2025

Service provided by:
Tracy Morrison

Service provider number:
SP2008969037

Service no:
CS2008171456

About the service

Tracy Morrison provides a childminding service from their property in a quiet residential area of Cumnock, East Ayrshire. The childminder is registered to provide a care service for a maximum of six children up to 16 years of age. Numbers are inclusive of the childminder's own children. At our inspection, three children were in attendance at the service.

The service is close to local primary schools, shops, parks, and other amenities. The children are cared for in the living room, and they use the downstairs bathroom. Children also have access to an enclosed rear garden.

About the inspection

This was an unannounced inspection which took place on Wednesday, 23 July 2025, between 09:30 and 12:30 hours. The inspection was carried out by one inspector from the Care Inspectorate.

To prepare for the inspection, we reviewed information about the service. This included registration information, information submitted by the service and intelligence gathered since the last inspection.

In making our evaluations of the service we:

- observed practice and daily life
- spoke with three children using the service
- reviewed documents
- spoke with the childminder
- looked at Microsoft Forms from six parents/carers to gather their views and feedback.

Key messages

- Children had fun playing with the toys and resources available to them.
- Children had warm and caring interactions, which helped them feel secure.
- Children engaged in a variety of fun and stimulating activities in their community.
- The childminder should consider introducing a self-evaluation approach to support the journey of improvement to enhance children's care, learning and development needs.
- Children accessed an environment that was clean, organised and homely.

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 different parts of this key question as good and very good, with an overall grade of good. Several strengths impacted positively on outcomes for children and clearly outweighed the areas for improvement.

Quality indicator 1.1: Nurturing care and support.

The childminder displayed warm and kind interactions with the children. The children sought comfort from the childminder, and they responded using nurturing approaches. This enabled children to feel safe and secure. Parents commented: "I really like how caring and attentive our childminder is. They create a safe, nurturing environment where my child feels comfortable and happy."

The childminder valued each child as an individual. They offered flexible and responsive settling-in arrangements tailored to each child's and family's specific needs. This supported children's emotional wellbeing and fostered strong attachments.

The childminder knew the children well and had built up positive relationships with them. The childminder could confidently discuss the individual needs of children in their care. They were sensitive to changes in children's lives, such as starting nursery and school. This enabled children to receive the right support at the right time, and as a result, they were happy and content in the childminder's care. Parents commented: "I have a really good relationship with my childminder. Communication is always open and honest, and I feel completely comfortable discussing anything about my child's care or development;" and "Tracy is such a caring and approachable person. I feel like I could approach her with any problems - not that there has ever been any."

Children's dignity and privacy were maintained during personal care routines. However, improvements are necessary to ensure consistent use of personal protective equipment (PPE) and the availability of a changing mat to enhance children's comfort. These measures are vital to minimise infection risk and provide a more comfortable experience for children.

The childminder was responsive to the children's individual needs, enabling them to eat and sleep according to their routines. Mealtimes were calm, unhurried, and child-led. The childminder respected the children's choices and preferences by asking what they would like to eat and checking with them if they had finished before removing their food. The childminder observed the children, which enabled them to keep the children safe while also providing a sociable experience as they chatted together. We discussed with the childminder how children could be better supported to develop their independence at mealtimes by sitting at a table instead of highchairs, which children had outgrown. This would support their overall wellbeing.

The childminder recorded information to support children's health, welfare, and safety needs when they started at the service. Although information was shared verbally between the childminder and parents, such as changes to routines, this was not reflected or updated in the children's personal plans. While the childminder had set targets for the children, she had not documented how she would support their achievement, and some plans had not been reviewed at least every six months. We discussed with the childminder the importance of updating information in children's plans to reflect changes, explaining how she would support children to reach their targets, and reviewing children's personal plans with parents at least every six months, or sooner if needed. This would ensure the childminder had relevant, current

information to effectively support children's needs.

Quality indicator 1.3 Play and learning.

Children were having fun as they played at the childminder's home. We saw them laughing and chatting with each other as they played board games and played with the toy house. The childminder supported children by playing alongside them and asking questions. This helped extend their learning.

Children could choose from a variety of toys and resources that were suitable for their age and stage of development. For example, arts and crafts materials, books, dolls, animals, construction toys, dressing up clothes, board games. This supported children to learn through play. Parents told us: "My child enjoys a variety of activities like arts and crafts, outdoor play, and socializing with other children. These experiences help with their development and keep them engaged and happy;" and "Tracy makes use of the community gardens which is local to her. My child loves going up there for the day, they have face painting/ discos/ games and prizes and a park for the kids to play with."

During our visit, the children were both happy and engaged as they took turns choosing books for the childminder to read with them. This activity supported their language and literacy development. Their numeracy skills were also enhanced through play. For example, while playing a number-matching game, children were encouraged to recognise the numbers and practice counting by lining them up, counting each one, and naming the colours.

The childminder told us they implement a balance of planned and spontaneous experiences for children. For example, they created experiences for children that enabled them to develop their knowledge of caring for animals at the community garden. This supported children to engage in a range of experiences.

Children had regular opportunities to play and learn in the community. They often went on walks and visited local parks, community gardens, and woodlands, which helped them develop connections with their own community.

The childminder supported parents in being part of their children's play and learning by sharing pictures of children engaged in experiences with parents through Messenger. This enabled parents and carers to see what their children had been doing and share their children's achievements.

How good is our setting?

4 - Good

We evaluated this key question as good, where several strengths impacted positively on outcomes for children/people and clearly outweighed areas for improvement.

Quality indicator 2.2: Children experienced high quality facilities.

The childminder's home was warm and welcoming. Children had access to a bright, spacious playroom with areas to rest and relax as well as floor space to explore resources. This supported their overall wellbeing.

Children could choose from a range of age appropriate resources, and the childminder told us that they consult with children regarding what resources they wanted, and they used these consultations to replenish resources suited to the children's interests. This enabled children to self-select safe resources to explore what were of interest to them.

The childminder reduced risks to children in their home. For example, they created a safe space for children to engage in physical play away from hazards, and a secure boundary fence kept children safe while they played in the childminder's garden. However, the childminder had not implemented risk assessments for the areas children use within their home, garden, and the local and wider community. This prevented the childminder from identifying risks and implementing measures to reduce them. We discussed with the childminder the importance of identifying risks to keep children safe (see area for improvement 1).

Children attending the service were supported to understand the importance of handwashing and keeping things clean. They were encouraged to wash their hands frequently. We discussed with the childminder that children should be provided with individual hand towels or paper towels and that pump soap should be available when washing hands to further reduce the risk of cross-infection.

The childminder had good connections within the local community, and they often visited local parks and community gardens. Parents commented: "Tracey takes my child for walks and to the park and to the community garden, my child is always up to something with her;" and "Tracy takes the kids for walks, trips to the park and also up to the community garden." This enabled children to develop their knowledge of their local and broader community.

Areas for improvement

1. To keep children safe, the childminder should ensure they reflect current risks and implement risk assessments to reflect these involving children in the process.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'My environment is secure and safe' (HSCS 5.17).

How good is our leadership?

4 - Good

We evaluated this key question as good, where several strengths positively impacted outcomes for children/people and clearly outweighed areas for improvement.

Quality indicator 3.1: Quality assurance and improvements are led well.

Children benefitted from effective partnership working between parents and the childminder. This ensured that children's care and learning routines were met. A parent shared with us, "What I really appreciate most is how much my child feels loved and cared for. The childminder knows my child well and supports their interests and personality. Seeing my child happy, confident, and excited to go every day means a lot to me. I also love how my child is making friends and learning new things in such a warm, friendly setting."

The childminder spoke informally with parents during drop-off and collection times. This provided informal opportunities to gather feedback and support improvements. The childminder used questionnaires to gather more formal views about their service. A parent told us, "My input is always welcomed and taken seriously, which makes me feel confident that we're working together to support my child's development in the best way possible." This supported children and families to be meaningfully involved in the improvement process.

The childminder did not have self-evaluation in place. During the inspection, we discussed the Care

Inspectorate document 'A quality framework for daycare of children, childminding and school-aged childcare' and how this could be used with parents and children. This would support future development in evaluating the service. We have signposted the Childminder Care Inspectorate self-evaluation toolkit.

Photographs and information were shared with families using digital technology. This meant families were included in children's experiences, successes, and achievements. Parents confirmed that daily communication informed them about their child's experiences with the childminder and their progression.

The childminder developed a range of policies and procedures that were shared with parents, ensuring that they knew what to expect from the service. The childminder should continue to review these regularly and amend them in accordance with good practice guidance and frameworks. This would support high-quality care based on relevant guidance and 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/people and clearly outweighed areas for improvement.

Quality indicator 4.1: Staff skills, knowledge, and values.

Children received warm, kind, and nurturing care from the childminder. The childminder was attentive to their needs, had established secure attachments with the children, and recognised the importance of positive relationships with children and families, which ensured they felt valued, loved, and secure.

The childminder had a positive attitude towards developing their skills and knowledge to improve outcomes for children. They are waiting to complete training, such as child protection and first aid. This would support a clearer understanding of their role and responsibilities. As a result, children would be safe and protected from harm.

The childminder did not keep a reflective account of training and development. We discussed the benefits of reflecting on their practice and using self-evaluation to identify opportunities for beneficial training and development. This would support the childminder to embed a cycle of continuous professional development to promote positive outcomes for children and families.

The childminder demonstrated good understanding of rights-based childcare practices. They recognised the importance of empowering children and treating them with respect. This was shown in their interactions with the children. For example, before providing personal care after snack time, the childminder asked the children before washing their hands and encouraged them to help do it themselves, supporting the development of life skills. This approach ensured children were treated with respect and their individual needs and preferences were considered.

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?	4 - Good
1.1 Nurturing care and support	4 - Good
1.3 Play and learning	5 - Very Good

How good is our setting?	4 - Good
2.1 Quality of the setting for care, play and learning	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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