

# Rintoul, Debra Ann Child Minding

West Kilbride

**Type of inspection:**  
Unannounced

**Completed on:**  
26 June 2025

**Service provided by:**  
Debra Ann Rintoul Debra Ann Rintoul

**Service provider number:**  
SP2003902386

**Service no:**  
CS2003004286

## About the service

Debra Ann Rintoul provides a childminding service from their family home in the town of West Kilbride, North Ayrshire. The service is close to local amenities including shops, early years services, school, parks and beaches. Children are cared for in an open plan living area with a kitchen/diner. Children have access to a downstairs toilet and a large enclosed garden.

The service is currently registered to provide a care service to a maximum of six children at any one time, under the age of 16, of whom no more than 3 are not yet attending primary school and of whom no more than 1 is under 12 months. Numbers are inclusive of children of the childminder's family.

## About the inspection

This was an unannounced inspection which took place on 24 June 2025 between 11:15 and 16:15 and 25 June between 10:00 and 12:30. Three children attended the service on both days of inspection. 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 children using the service and their families
- spoke with the childminder
- observed practice and daily life
- reviewed and sampled documents

## Key messages

- Children were happy, safe and secure
- They were having fun with their friends and leading their play
- The childminder knew children well and had formed positive relationships with them
- Children had fun opportunities to play and learn within their community
- The childminder was committed to providing a quality service
- Feedback from children and families was positive
- The childminder was nurturing, skilled and experienced

## 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

### 1.1 Nurturing care and support

Children were happy, safe and secure in the care of the childminder who knew them well. The childminder was kind, caring and nurturing towards children and they had formed positive and trusting relationships with them. Children were settled in the home environment and the childminder comforted and reassured them when they needed emotional support. This helped contribute to children's emotional wellbeing.

Children were comfortable and confident in the service and this was evident through the childminder's positive and playful interactions with the children. The childminder spoke with children and reminded them about sharing resources and encouraged them to help each other. Children responded well to the childminder and they told us that the childminder 'makes them happy and never got angry'. This helped children develop a sense of security and build respectful relationships.

The childminder was knowledgeable about children's individual stages of development and understood their care needs. They ensured children's routines were well maintained and scheduled activities around their need for rest and sleep to support their emotional wellbeing. Children were encouraged to develop their self-care skills by using the toilet independently and washing their hands. This contributed to children's self-confidence.

Personal plans were in place and contained detailed information about children's health, safety and wellbeing needs. The plans reflected children's current interests, preferences and stages of development and wellbeing indicators were used effectively to support learning. Plans were up to date and families provided written comments in relation to their children's care and support. This meant that children's needs were consistently met.

Mealtimes were relaxed, unhurried social experiences for children. They ate their lunch in the dining area at a child sized table and enjoyed the social experience. Families provided healthy meals from home and children brought their individual water bottles. The childminder encouraged children to finish their food and wait for the others to finish their meals before they left the table. The childminder fed younger children and they were placed in a high chair for their safety and participated in the social experience. We asked the childminder to sit with the children whilst they ate their lunch to role model positive mealtime experiences.

### 1.3 Play and learning

Children were having fun playing with their friends. They were leading their play and following their interests. The childminder knew children's preferences and made provision for them on their scheduled days. For example, one child wanted to play with dinosaurs and other children preferred to draw and colour in pictures of their choice. This meant that children were involved in play that was meaningful to them.

Children were using Duplo blocks to build a tower. They added blocks and counted them as they extended the size of the tower. They built the tower above their head, whilst counting up to 60. Children were very happy with their achievement and the childminder praised and encouraged them for persevering and helped promote their numeracy skills and language development.

The childminder joined in with children's play. Children were playing with play dough and having fun 'making ice cream'. The childminder interacted with children in a playful manner and kept children engaged in the learning by extending their ideas and developing their imaginative skills.

Children had positive experiences playing outdoors in the garden. There was plenty of space for children to play and learn. The childminder knew that children liked to play with a ball and encouraged them to kick the ball in to the net and to each other. The mud kitchen provided opportunities for children to develop their imaginative skills. They used real life pots and pans and utensils to mix sand and water to 'cook mac cheese'. They were engaged in the experience and played co-operatively.

Children had daily opportunities to participate in their community. The childminder walked with children to visit the play park. They met their friends at the park and were running around chasing each other and laughing. Children were having fun playing on the swings, seesaw and climbing the chute. This helped children develop their physical skills and balance.

The childminder took the children to the glen. They were excited as they walked towards the bridge. They collected small sticks and leaves to throw them over the bridge in to the water and watched them as they floated down the stream. They enjoyed the experience and wanted to repeat the experience over and over. The childminder talked with children about the trees, flowers and leaves. Children recalled past experiences as they looked for squirrels and watched the birds. As a result children were learning about the natural environment and the world around them.

The childminder supported children's learning by planning seasonal events and activities. For example, the national herb and spice day was celebrated and children were provided with opportunities to learn about different smells and flavours. Their learning was tracked through the use of developmental milestone trackers and their experiences were well documented to reflect their learning.

## How good is our setting?

**5 - Very Good**

### 2.2 Children experience high quality facilities

The service was warm, welcoming and well maintained. The homely environment was safe and secure, with plenty of natural light and ventilation. Children had access to the living area to play and the comfortable sofa meant that children could rest and relax if they chose. They enjoyed their meals in the kitchen diner, at a child sized table, whilst the childminder supervised them. As a result, children were happy, safe and secure.

The downstairs bathroom was accessible from the living area and children could access it independently, to manage their self-care and wash their hands. The childminder supported younger children's personal care needs in the bathroom, to help ensure their privacy and dignity was respected. The childminder promoted

good hygiene practices and good infection and prevention measures were in place to reduce the spread of infection. As a result children benefitted from a hygienic environment.

The living area was set up with a tuff tray with blocks and children could play on the floor with puzzles and games. There was a good selection of books and imaginative resources to choose from. The play kitchen was popular and children were 'making cups of tea' for the childminder. A small table was available for children to draw and colour in with a selection of pens and pencils. This meant that children could choose how they wanted to play.

The large garden was accessible from the living area and the childminder supported children to manage the stairs. It was safe and secluded and children played on the grass kicking a ball and played on the ride-on cars. The mud kitchen meant that children had opportunities to develop their imaginative skills. A patio set was available and children could sit and rest if they needed to. Children had fun as they played outdoors in a safe and secure environment.

The childminder took children to different places of interest, for example visits to other towns and beaches on buses and trains. Children had access to a wide range of community facilities including the library, playgroups and playparks. This meant that children had access to a broad range of play and learning experiences. When they were out walking in the community, the childminder spoke with children about road safety and reminded them to check for traffic. Children listened to the childminder and talked about how to stay safe. As a result, children learned about their safety outdoors.

## How good is our leadership?

**5 - Very Good**

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

The childminder was committed to providing a quality service for children in their care. They ensured children were at the centre of the service and that their needs were well supported. The childminder was organised and daily routines were well established.

The service aimed to provide 'a high standard of child care within a safe and clean environment'. This was evident during the inspection as we observed children experience high quality care in a well maintained, homely environment.

Information was provided to families prior to starting the service, to ensure they knew what to expect from the service. Communication with families was a strength of the service and daily updates at drop off and pick up times meant that any changes to children's routine or care needs were known and acted upon. The childminder updated families through digital methods, to provide reassurance if needed and photographs were shared to highlight children's play and learning experiences. We spoke with families during the inspection and they told us that they were very happy with the quality of the service and the care their children received.

The service was in partnership with North Ayrshire Council and was expected to continuously improve the quality of the service and children's experiences. We spoke with the childminder about any recent improvements and they told us that they had replaced the outdoor mud kitchen.

The childminder was involved in a local network with other childminders and this helped develop their knowledge and understanding of current developments and practice. They reflect together and consider new ideas of how they can improve the quality of children's experiences. They attended groups together and children had opportunities to meet their friends and enjoy different play and learning experiences.

Children had extensive experience to participate in their community. Risk assessments were in place for different outings and places which identified potential hazards. The childminder was well organised and carried a first aid kit, children's belongings and their water bottles to help keep them hydrated. As a result children were safe and secure.

## How good is our staff team?

5 - Very Good

### 4.1 Staff skills, knowledge, and values

The childminder was kind, caring and nurturing towards children in their care. They were calm and had formed positive and trusting relationships with children. They had developed a strong bond with younger children and this was evident in their affectionate and responsive care.

Children were happy and relaxed in the care of the childminder and they had fun laughing and enjoying different experiences together. One child told us that the childminder makes them happy and that they liked coming to the service to play.

The childminder was very experienced and had developed a good understanding of how children learned and developed their skills. They promoted children's confidence and self-esteem through positive interactions, praise and recognition of their achievements. The childminder wanted children to have a positive experience at the service and considered their needs first, to ensure they were well supported and cared for.

Children's development was tracked through developmental milestone trackers and personal plans. Children's interests, preferences and progress was recorded and their favourite activities were extended to support their development and learning. The childminder provided extensive opportunities for children to play and learn within their community. Daily outings and social experiences at playgroups ensured children had fun. As a result, children were progressing well.

The childminder was committed to developing their skills and knowledge. They had completed a Scottish Vocational Qualification in Social Services, children and young people. They also participated in a range of training opportunities through the Scottish Childminding Association including autism awareness and first aid. The childminder understood their role in safeguarding children and knew how to report any concerns should they arise. This meant that children benefited from a skilled childminder.

To further support the childminder's knowledge and understanding of how children learn, we signposted them to the Care Inspectorate Hub, to access the document 'Growing my potential' which contains information about Schematic play.

## 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?	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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