

Martine's Childminding Child Minding

Tayport

Type of inspection:
Unannounced

Completed on:
10 July 2025

Service provided by:
Martine Keith

Service provider number:
SP2013985490

Service no:
CS2013322022

About the service

Martine's Childminding operates a childminding service from their home in Tayport, Fife. The childminder may provide a care service to a maximum of six children at any one time under the age of 16, of whom no more than three are not yet attending primary school and of whom no more than one is under 12 months. Numbers are inclusive of the childminder's family.

The childminder provides a childminding service from the family home in a residential area of Tayport, close to the local school, nursery, parks and other community facilities. Children use the ground floor of the property for indoor activities while the enclosed garden with a play cabin to the rear of the property which provides a safe outdoor play space.

About the inspection

This was an unannounced inspection which took place on 25 June 2025 between 12:45 and 14:15 and 8 July 2025 12:30 and 15:30. 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 three children and observed their experiences
- gathered feedback from three families of children using the service
- spoke with the childminder
- reviewed documents.

Key messages

- Children experienced kind and nurturing interactions from the childminder that supported their wellbeing.
- The childminder was committed to supporting children's learning and development.
- The outdoor area was well designed and planned, providing cosy areas for children to explore and develop a sense of curiosity.
- Strong attachments between the children and childminder had been formed, supporting children to feel loved and valued.
- Children were encouraged to become active participants within their community, enabling them to feel valued and develop a sense of belonging within the community that they live within.
- The childminder is dedicated to continuous professional development and has completed several training courses including a degree, BA Childhood Practice to enhance strengthen their knowledge and skills.

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 quality indicator as very good.

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. Families shared " [childminder] is incredibly nurturing with our children and we have a great level of trust in her" and "[childminder] is very approachable and will go above and beyond to help with anything we need". As a result, families had confidence in the care and support children received to meet their individual needs and wishes.

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. 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 sociable experiences for children. Children were offered opportunities to develop their independence skills. For example, they were encouraged to prepare snacks by chopping vegetables and fruit. The childminder sat with the children helping to keep them safe, as well as supporting them. The childminder continued to promote communication and language skills during meal times. For example, reflecting with the children on what they had for morning snacks and requests for afternoon snacks. As a result, children were included and were well supported to learn skills for life.

Children were able to rest and relax as part of their individual routine and preferences. There was a dedicated quiet area within the play cabin, with cosy cushions and a small bed, if a child needed to have a sleep. As a result, children's emotional security and wellbeing was promoted.

Quality indicator 1.3: Play and learning.

Children were engaged and having fun in their play. They were able to make individual choices through easy access to toys and resources, which supported them to lead their own play. The childminder understood the value of child led play. The range of experiences available supported children's different interests, ages, and stages of development. Children enjoyed making creations with paint, using sticks and brushes. We observed lots of chatting about mixing paint colours along with lots of laughter and fun. As a result children were confident in leading their own learning.

The childminder was committed to supporting children's learning and development. Children's strengths, interest and progress were recorded within their personal plans and the childminder worked with parents to identify meaningful next steps. The childminder had a very good knowledge of child development and use this to support children's progression. As a result, children were engaged and having fun through a balance of experiences that supported their development.

Children experienced nurturing interactions. The childminder was attuned to their interests, sat with children where they played. The childminder was responsive to their cues and recognised when children

needed support and reassurance. The childminder knew children very well and used strategies to help build confidence and resilience through play experiences. As a result, children were happy and engaged in play.

Children benefitted from language, literacy and numeracy opportunities which were naturally woven into the activities and well supported by a rich environment. These included helping to write snack menus, mark making in floor books and exploring books and letters. The childminder used songs and rhymes to encourage the children to take part in key aspects of the day, for example singing through handwashing. As a result, children's learning and development was supported through play that was meaningful to them.

The childminder valued the importance of children being outdoors. Children's play and learning was further enhanced through the use of local community facilities such as local parks, walks to the beach as well as visits to Tayport community garden and Larick Centre in Tayport. The childminder attended and led local book bug sessions with the children and their families. There were opportunities for families to come along and read stories during these sessions as well as the bookbug character going home with families to share stories and songs. Children were encouraged to contribute to a journal about bookbug's journey within their home. This approach had a positive impact and helped to support children's literacy and language development. Close partnership working with the local primary school supported strong connections to support children's learning and community involvement. As a result, children developed a positive connection with 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 quality indicator as very good.

Quality indicator 2.2: Children experience high quality facilities.

The childminding setting was a welcoming and homely environment for children. It was well ventilated with plenty of natural light and furnishings that were well maintained. This sent a strong message to children that they mattered. Children's comfort and wellbeing was supported as there were cosy spaces, where they could relax. Children gathered in the childminders home at the beginning of the day, then moved outdoors where they could access a variety of experiences such as a large play cabin, an outdoor toilet, climbing frame, vegetable patch. The outdoor area was well designed and planned, providing cosy areas for children to explore and develop a sense of curiosity. Playing outdoors in the fresh air and exploring the elements supported children's health and development of independence, creativity and confidence.

Infection, prevention and control measures were followed. Areas were clean, tidy and well organised. Children's health and wellbeing was well supported by a range of measures to limit the spread of infection such as good hand washing routines. Children participated in hand washing at key times throughout the day as they were able to access hand washing facilities easily in the garden area. The childminder supported children to wash their hands, making this a fun experience by singing songs. This ensured that any risk of cross contamination was minimised, and children learned about the importance of hand washing for their health and wellbeing.

The childminder showed an awareness of potential hazards and had identified actions to minimise safety risks to children. Appropriate risk assessments were in place. We suggested including the children in the risk assessment process and discussed how this could be achieved in a child friendly way. This would help to increase children's awareness of how to manage risk within their daily routines and play experiences.

The childminder treated information about children and families in a secure and professional manner. The childminder was aware of the importance of protecting children and families information. They were registered with the Information Commissioners Office and stored children's files appropriately.

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 quality indicator as very good.

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

The childminder was committed to delivering a high quality service for children and families. The childminder was clearly valued by families. Photos, poems and cards from families demonstrated the love that they had for the childminder. Families shared comments about the childminder, such as "good communication and support which is empathetic and recognises our strengths and challenges as a whole family approach. I don't feel judged by [the childminder]" and "my child has developed a really good relationship with [the childminder] and is always eager to attend and share updates with her about life/school etc".

Children and families were meaningfully involved and influenced change within the setting. Children's voice, thoughts and ideas were captured through videos, photographs and recorded in floor books. Families had the opportunity to complete questionnaires to give the childminder feedback on elements of the service. Families shared that they were regularly asked their opinions on their children's experiences. This meant they had trust and confidence in the childminder to deliver a quality service that met their child's needs.

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 was highly reflective and used the "Quality framework for daycare of children, childminding and school-aged childcare" to support their practice. The childminder had developed an improvement plan which highlighted strengths and identified developments to take forward in order to improve children's outcomes. For example, the childminder reviewed current best practice guidance in relation to healthy eating and made changes to the policy, ensuring that children and families were involved in the process. This demonstrated a commitment to continually improve practice and valued feedback from those using the service.

The childminder had a variety of policies and procedures in place, these were shared with families prior to starting their journey. The childminder had started to review some of these policies and procedures, linking these with best and current practice. We discussed with the childminder the need to review policies and procedures on a regular basis, whilst involving children and families in these reviews.

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 quality indicator as very good.

Quality indicator 4.1: Staff skills, knowledge and values

Children experienced a home from home setting that supported them to thrive and flourish. Children were settled, happy and confident to explore that showed they felt safe and secure. The childminder recognised the importance of warm and compassionate interactions. Strong attachments between the children and childminder had been formed, supporting children to feel loved and valued. Families shared "I always recommend this setting. [childminder] has played a really positive role in my child's growth and development. I am very grateful to have her involved". As a result, positive relationships had been formed with families and strong attachments with children.

Children were at the heart of the service. All parents strongly agreed that they were always welcomed into the childminder's home to discuss their child's care, play and learning. The childminder carefully considered their needs, likes and interests to support improvement within the service. Overall, the childminder had a positive, enabling attitude that supported children to flourish and develop at a pace that was right for them.

The childminder was reflective in their practice, which positively impacted children. They understood the importance of reflecting on their own professional development to ensure they provided a high standard of care, play and learning. The childminder had completed further studies and had successfully achieved a BA Childhood Practice. It was evident that this positively informed practice, resulting in very good outcomes for children. The childminder was at the early stages of developing a record of training and the impact this had on their practice. This would enhance their ability to effectively reflect on learning and measure the impact on children's care, play and learning.

The childminder was dedicated to continuous professional development and had completed several training courses to enhance their knowledge and skills. As a funded provider with Fife Council, the childminder kept up to date with developments in the sector which also enabled further partnership working and sharing best practice, for example promoting good practice with other childminders in relation to outdoors learning. This collaborative approach enhanced children's transitions and strengthened the overall quality of care and support offered. As a result, children and families benefitted from the childminders commitment to deliver a high quality service.

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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