

Grant, Kirsty Child Minding

Tranent

Type of inspection:
Unannounced

Completed on:
30 July 2025

Service provided by:
Kirsty Grant

Service provider number:
SP2013984838

Service no:
CS2013316937

About the service

Kirsty Grant provides a childminding service from their family home in the Tranent area in East Lothian. The childminder is registered to provide a care service for a maximum of 6 children at any one time up to 16 years of age: of whom no more than 6 are under 12 years; of whom no more than 3 are not yet attending primary school and; of whom no more than 1 is under 12 months. Numbers include the children of the childminder's family/household.

The service is close to the local primary school and nursery, shops, and parks. Children have access to the downstairs playroom, kitchen, dining/living room area, toilet and there is a secure enclosed garden to the rear of the property.

About the inspection

This was an unannounced inspection which took place on 28 July 2025 between 09:45 and 13:30. One inspector carried out the inspection.

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

In making our evaluations of the service we:

- spoke with children using the service
- considered feedback from ten families through an online questionnaire
- spoke with the childminder
- observed practice and daily life
- reviewed documents relating to the care of children and the management of the service.

Key messages

- The childminder provided a warm and nurturing care experience for the children.
- There was a strong ethos in learning about the care of animals through real life experiences within the service.
- Mealtimes were pleasant, sociable experiences for children.
- Children's health and wellbeing was supported by personal plans. Personal plans could be further developed to record and review the support strategies in place for individual children's needs.
- We asked the childminder to revisit the reviews of some risk assessments, for example the pet risk assessment, to ensure it accurately reflected current safeguarding measures.
- The childminder had engaged in a wide range of learning and development opportunities to support and develop their service.
- Children and their families benefitted from a childminder who was committed to providing quality care.

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?	4 - 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 key question as very good.

Quality Indicator: 1.1 Nurturing care and support.

The childminder provided a warm and nurturing care experience for the children. Interactions were very warm, nurturing and respectful and we could see how comfortable and confident the children were in the setting. The childminder had developed good relationships with minded children and their families and knew them well. When asked what the most positive aspects of the service were one family commented, "The positive relationship my child has, she feels safe, loved and is encouraged to learn and develop".

The childminder prepared healthy snacks for children and mealtimes were a pleasant, sociable experience for children. Children were trying new fruits for the first time which created interest and excitement amongst the children. One family told us, "My child has tried some things they wouldn't normally at home and changed her mind about things so it's always nice to see them trying something else". Families provided packed lunches for meals. The children helped to set the table for lunch encouraging independence skills. Appropriate seating was in place and the childminder sat with children at mealtimes, helping to keep children safe. We observed children engage in rich conversations around the table during mealtimes supported by the childminder. This promoted learning opportunities in language and communication. Children told us the childminder offered an alternative if they did not eat their meals and said, "The childminders baked potatoes on a Friday were the best because I did not like my packed lunch". Although there was no current allergies or dietary requirements in the service the childminder shared a good understanding on how they supported children with allergies to ensure safety and well-being. As a result, children were having social mealtimes which were relaxed, unhurried and met their nutritional needs.

Children's health and wellbeing was supported by personal plans. We sampled personal plans and saw that these were created with families to capture children's needs, interests and preferences. These personal plans gave examples of partnership working with families and all families agreed that they felt fully involved in developing and reviewing their child's plan. One family told us, "The childminder talked us through the plan at the beginning, and we were fully involved in developing one and update it as my child's needs change". Plans were reviewed regularly and at a minimum of every 6 months as per legislation. The childminder was completing wellbeing reviews and next steps regularly and having regular communications with families through what's app to support children's changing needs. To further develop personal plans the childminder could make use of the available chronologies to more formally record the support strategies they were implementing for individual children's needs. Formalising this approach for individual children would ensure that the childminder could continue to plan for children's current needs in the service and review these with families as part of their personal plan. The Care Inspectorate 'Guide for providers on personal planning, Early learning and childcare (2021) would support the childminder to develop these.

Children's emotional security and wellbeing needs were well supported through sleeping arrangements. The childminder was aware of best practice in relation to safe sleep guidance. Where possible children's sleep routines from home were followed. A travel cot or sleep mat was available for children when they needed to rest or sleep. This meant that children were comfortable, safe and secure. We asked the childminder to ensure they record the sleep checks they were carrying out in line with best practice guidance.

There had been no medication currently needed for children attending the service. However, we saw that the childminder had the templates for logging children's medication if needed. These were in line with the Care Inspectorate guidance - Management of medication in daycare of children and childminding services.

Quality Indicator: 1.3 Play and Learning.

Planning for individual children's experiences was responsive. The childminder listened to the children voices on what they wanted to do and responded to their wishes and extended children's learning through the planned outings. Play experiences available on the day in the service were drawing, a role play kitchen, water with underwater animals, sand play and ball games. Experiences offered and learning were recorded in a floor book. The children shared this with us and told us excitedly about the experiences they had been offered during their time at the childminders. Experiences included visits to beaches, outings to feed lambs, visits to local farms to promote learning, helping care for ponies, visits to the beach and park and bracelet making. Families told us, "My child is taken to lots of places and has an amazing range of experiences. They absolutely love going" and "Over the years the childminder has taken the kids into a number of different settings where they can explore, play and learn". Daily visits to the local shops, parks and community helped enrich children's learning and as a result, children had fun and experienced learning that was interesting and meaningful.

Observations of children's play was shared with families through a messaging app. One family told us, "Kirsty is good at communicating, she gives updates on what they're getting up to and a debrief at pick up". The childminder shared regular play observations with families. The childminder identified that observations could be more informative and further developed to reflect children's learning. The childminder regularly reviewed wellbeing indicators and developed next steps based on these for children. We discussed that observations could be developed to reflect any progress of the next steps identified for children. This would help show progression in children's learning. The childminder had plans to introduce an observation template to include more detailed information on children's learning within observations.

There was a strong ethos in learning about the care of animals through real life experiences within the service. Children spoke about their love for caring for the childminders rabbit, guinea pig and dogs. We observed children learning about if guinea pigs could eat grapefruit. Children also told us enthusiastically about the opportunities they had to care for a pony, walk the dogs and also help care for a tortoise. These opportunities allowed children to develop life skills as well as develop a sense of responsibility.

Children had ample opportunities for outdoor play which supported their well-being and development. The free flow access to the enclosed garden space promoted children's choice on where to play and encouraged outdoor play. Children were engaged in ball games and physical play outdoors where they had space to run and were having fun. Outdoors there was chalk, sand and water play that younger children explored. The childminder shared plans as part of their improvement planning to enhance outdoor play experiences further this included developing a mud kitchen and a water wall. Families told us about the experiences children have with outdoor play and comments included, "The childminder is always outside with the children, no matter the weather, if its raining its wellies on and out we go! I love that for my children" and "The childminder has a great range of outdoors toys, different outdoor activities each week and my child is encouraged to play and explore outdoors". As a result children's physical skills and wellbeing was promoted.

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 were cared for in an environment that was homely and welcoming. Children had access to a living room, hallway, a downstairs toilet and a kitchen - diner which had patio doors that opened to a secure and enclosed garden. Spaces were comfortably furnished with sofas and cushions and children could enjoy relaxing in spaces. There was plenty of natural light and ventilation. Areas used for childminding provided ample space for children to play and opportunities to relax. As a result, children were familiar and relaxed in the home environment.

Most children could independently access resources from the pull-out boxes within the lounge area which promoted children's choice. Children told us they helped the childminder to organise resources so they could access what they needed. We asked the childminder to consider how easily younger children could access the pull-out boxes and to consider some baskets for resources for younger children to promote their access and choice. The childminder was receptive to this and discussed some immediate improvements they planned.

Children had their personal care needs tended to within the service. To respect privacy children were changed on a changing mat in the toilet area and the childminder wore gloves in line with best practice guidance. Hand washing took place at regular times throughout the day. As a result, this helped prevent the spread of infection and keep children and the childminder safe.

The childminder maintained a safe and welcoming environment, with a well-kept garden and home that helped children feel secure, valued, and respected. Families told us, "The childminder is always mindful about my children's safety". Risk assessments were mostly effective in identifying and recording potential hazards, promoting children's safety in line with best practice. We identified an error the childminder had made in not reporting a notifiable incident to the Care Inspectorate. We discussed the relevant notification guidance with the childminder to support their understanding of notifications moving forward. We asked the childminder to revisit the reviews of some risk assessments, for example the pet risk assessment, to ensure it accurately reflected current safeguarding measures. The childminder had the capacity to take this forward.

The childminder had an up-to-date registration certificate displayed within the service and had valid public liability insurances in place for their service. Children were transported to and from the community in the childminder's car. The childminder had the correct insurance in place and demonstrated that she transported children safely with the use of appropriate car seats. The childminder had appropriate forms in place to record any accidents and incidents and these were well documented. This meant that children's safety and wellbeing was ensured.

Clear procedures were in place for the storage of information. This ensured the childminder was following relevant data protection legislation and protected children and families' privacy.

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 key question as very good.

Quality Indicator 3.1 Quality assurance and improvement are well led.

There was a clear aim for the childminders service which held children and their families at the centre of

their work. The childminders aim included 'Encouraging healthy living by providing healthy meals, snacks and by being outdoors as much as possible' and 'To be approachable and responsive to all feedback from families and their children'. This was evidenced in the amount of time spent outdoors and the visits to the wider community and from the evidence we found on the close working relationships with families.

The childminder confirmed that key information about the service was shared with families, including aims and objectives, policies, and procedures. The Childminder identified that working alongside families would ensure care was tailored to meet the needs of the child. The childminder sent updates in a newsletter style format to families detailing what they had been doing in the service. This helped families to understand the childminder's vision and ensured they were informed about the service provided.

The childminder demonstrated a positive commitment to improving their service and they regularly sought the views of the children and families. Some families told us, "The childminder is always asking and is open to feedback" and "They always ask opinions and want feedback on anything to improve". The childminder had sent out recent questionnaires inviting families to feedback on the service provided. As a result, families were actively encouraged to be involved in improving the service.

The childminder reflected on their service and used reflections to bring about positive changes to outcomes for children and families. They had begun to develop their own self-evaluation guided by the Care Inspectorate's quality framework to identify areas for improvement. Improvements identified included enhancing outdoor play experiences, evaluating how play is supporting learning and development, and increasing engagement with families about children's learning. This was beginning to develop practice to support positive outcomes for children. The childminder should continue with their work within the improvement plans and also record the impact of any improvements made. The childminder was a member of the Scottish Childminding Association (SCMA) and used their resources to support developing their practice.

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 kind and caring relationships they experienced with the childminder. Children were settled and comfortable in the setting. The childminder was responsive to children's cues for support and reassurance. They understood what children needed to help them grow and develop and responded to their needs in a caring and calm manner. This helped children feel safe and secure. Families told us, "They are beyond amazing at their job and being such a positive influence in a child's life is no small role, they by far exceed it", and "Myself and my child both agree they are great. Very friendly, caring and full of fun. Nothing is ever too much for them. I couldn't trust anyone more to watch my child than them".

The childminder understood their role in relation to child protection. They could identify indicators that may suggest a child was at risk of harm and knew who to report concerns to. This contributed to keeping children safe and nurtured.

Children and their families benefitted from a childminder who was committed to providing quality care. The childminder had engaged in a wide range of learning and development opportunities. This enabled the childminder to keep abreast of current practice and kept their knowledge refreshed. They had engaged in a

wide range of learning and development opportunities. They had attended courses such as child protection, first aid essentials, food hygiene, Infection prevention control, understanding allergies, realising the ambition, mental health awareness, working with babies, improving learning environments and improving outside play. This enabled the childminder to keep abreast of current practice and kept their knowledge refreshed. We discussed when attending training they could record the impact of training on their service and how this will support any developments in the service. The childminder was a member of the SCMA (Scottish Childminding Association) and used their membership to access materials to support delivery of their service.

The childminder was very professional and well organised for the inspection. They had worked hard to ensure high standards were maintained. Record keeping was very well maintained which supported the delivery of a quality, professional childminding service. We sampled the service's policies and procedures, including medication and child protection. These reflected the service provided and best practice guidance.

As a result, children and their families experienced high quality care and support from a childminder who was dedicated and passionate about their role in ensuring children thrived and flourished in their care.

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?	4 - Good
2.2 Children experience high quality facilities	4 - 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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Care Inspectorate
Compass House
11 Riverside Drive
Dundee
DD1 4NY

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