

Fairy Dust Kids Child Minding

LIVINGSTON

Type of inspection:
Unannounced

Completed on:
24 June 2025

Service provided by:
Claire MacGregor

Service provider number:
SP2012983733

Service no:
CS2012309500

About the service

Fairy Dust Kids is registered to provide a care service to a maximum of five children at any one time up to 16 years of age:

- Of whom no more than five are under 12 years;
- Of whom no more than three are not yet attending primary school and;
- Of whom no more than one is under 12 months.

Numbers include the children of the childminder's family/household. Overnight care must not be provided.

The childminding service is located in the Deans area of Livingston. Children have access to a small lounge and a small dining area just off the lounge. The bathroom and kitchen are accessible from the lounge. Children can use the back garden of the property. As part of the conditions of registration, the childminder must supervise the children at all times when in the back garden.

The service is close to local schools and nurseries. Other amenities, such as shops, parks and nature areas are nearby.

About the inspection

This was an unannounced inspection which took place on Monday 16 June 2025 between the hours of 07:50 and 08:20. The inspection continued via telephone calls and emails by one inspector.

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

In making our evaluations of the service we:

- spoke to a child using the service and their parent
- spoke with the childminder
- observed practice, daily routines and children's experiences
- viewed paperwork relating to children's care.

As part of this inspection we undertook a focus area. We have gathered specific information to help us understand more about how services support children's safety, wellbeing and engagement in their play and learning. This included reviewing the following aspects:

- staff deployment
- safety of the physical environment, indoors and outdoors
- the quality of personal plans and how well children's needs are being met
- children's engagement with the experiences provided in their setting.

This information will be anonymised and analysed to help inform our future work with services.

Key messages

- A requirement from the last inspection was met. The childminding work had contracted hours which did not include overnight care. The childminder understood that should this change, a variation would be required to change the conditions of registration.
- Another requirement from the last inspection to enhance personal planning for children was also met. The childminder held enough information to meet children's health, welfare and safety needs and a written plan was available.
- The childminder continues to work with one family and does not intend for this to change. The child's welfare was considered through the key strengths of partnership and trust with the parent. For the purposes of this report, we will refer to `children`.
- Varied opportunities were available for children, which were fun, informative and appropriate for their age.
- We continue to encourage the childminder to enhance the service offered through training and the use of best practice documents. This would keep them up to date and able to respond to children's health, welfare and safety needs.

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?	3 - Adequate
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 were nurtured and supported through secure relationships with the childminder. They were comfortable and familiar and so felt connected to the childminder. As a result, they had fun in a relaxed environment.

Children were involved in the planning and preparation of meals and snacks. This offered opportunities to develop life skills such as cooking. It also meant that children's preferences were considered and used. Food options were nutritious to keep children healthy and help them form good habits for the future. To further develop mealtimes, the childminder should consider where children eat. For example, eating on the sofa poses a safety and infection risk. The childminder had purchased a table and intends to set this up for use.

Children's personal plans were basic but included sufficient information to provide consistent care. A good partnership with parents meant that information was being shared and used to provide continuity between the service and home. Children were involved in making decisions and plans about their care, in collaboration with the parent. As a result, children were progressing in their development. To further improve personal planning, the childminder should record the six monthly reviews with parents. This would allow them to track and monitor any changes over time.

Children attending the service had no health or medication needs and so we were unable to assess the management of these.

Quality indicator 1.3: Play and learning

Children were having fun and following their interests through a range of experiences and opportunities. The childminder used their knowledge of children's interests and developmental stages to plan appropriate activities. This included drawing, researching and watching films. A recent focus was being involved in the planning of a community event, through designing the adverts and organising tasks for the day. Such opportunities offered the development of organisational and social skills through fun and engaging tasks.

Children's involvement in everyday tasks and routines meant that learning was taking place. Examples of this included looking after and respectfully handling small animals and baking cakes. A recent new skill was using tools safely to mend items, such as changing batteries. This contributed to lifelong skills of independence and problem solving.

Outdoor experiences were also on offer. Walks around the local area provided physical activity and fresh air. The garden was used to grow plants and vegetables, nurturing an enjoyment of nature and the outdoors.

The range and type of experiences available were suitable for school aged children. The area for improvement from the last inspection has been met.

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

The setting was homely, warm and cosy for children. They were familiar with the space and able to relax there. It was a home from home and calm, quiet environment. The rooms were small, well-ventilated and organised. The setting was sufficient for school aged children as they did not require lots of space or toys. They had what they needed to follow their interests. For example comfortable spaces to sit, a selection of books, drawing materials and games.

The setting and resources were safe for children. The childminder was aware of potential risks and involved children in assessing and reducing these. This allowed children to practice the management of risk in a safe environment. For example, using the cooker when preparing food. Infection prevention and control measures had improved since the last inspection. Regular handwashing was promoted and carried out to reduce the risk of infection spread.

Outdoor environments were accessed daily and children took the lead on deciding where they wanted to go and what they wanted to do. For example, playing in the park or going on a walk.

How good is our leadership?**3 - Adequate**

We evaluated this key question as adequate, where strengths only just outweighed weaknesses.

Quality indicator 3.1: Quality assurance and improvements are led well

A requirement was made at the last inspection to ensure the childminder worked within the conditions of their registration. Evidence showed that the childminding hours did not include overnight care and so this requirement has been met. The childminder understood the importance of adhering to the conditions set out in the service registration certificate.

The childminder demonstrated a good value base which was modelled in practice to the child. Kindness and acceptance underpinned practice, resulting in a respectful and responsive approach to the service. The childminder was clear about the service they were able to provide. While they were committed to that service, they were also clear that they did not want to alter how it currently ran and so improvement planning was not prioritised. We will continue to encourage the childminder to keep up to date with national guidance and best practice documents, to contribute to a quality service for children.

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 4.3: Staff skills, knowledge and values

A strength of the service was the relationships between the childminder and children. These were positive, secure and fun and continued to be nurtured by the childminder. This demonstrated the childminder's understanding of the importance of connections for children's wellbeing. As a result, children were supported and nurtured. The childminder understood the importance of knowing children's developmental needs and preferences. These needs and preferences were respectfully used to ensure children were comfortable and happy. Children benefited from value based practice as the childminder promoted fairness, kindness and compassion.

Children were safeguarded as the childminder had a basic understanding of the child protection procedures to follow. First aid training had been completed which prepared the childminder to manage emergency situations. However, the childminder had not engaged in any new training or professional development. As a result, children were not able to benefit from new knowledge or skills gained to develop the service. An area for improvement from the last inspection will remain (see area for improvement 1 in the section 'What the service has done to meet any areas for improvement we made at or since the last inspection').

What the service has done to meet any requirements we made at or since the last inspection

Requirements

Requirement 1

By 01 November 2024, the childminder must ensure children's health, welfare and safety needs are fully met by adhering to the conditions of the service registration.

To do this, the childminder must cease to provide overnight care until the conditions of registration better reflect the needs of the service.

This is to comply with Regulation 4(1)(a) (Welfare of Users) of The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 (SSI 2011/210).

This is also to ensure care and support is consistent with the Health and Social Care Standards (HSCS) which state, 'I use a service and organisation that are well led and managed' (HSCS 4.23).

This requirement was made on 24 September 2024.

Action taken on previous requirement

The inspection found that the childminding contract held for the one child attending did not include overnight care. The childminder understood that should this change, a variation would be needed to change the conditions of registration. This meant the childminder was adhering to their registration conditions which state that no overnight care is allowed.

This requirement has been met.

Met - outwith timescales

Requirement 2

By 31 March 2023, all children must have a meaningful personal plan that enables the childminder to effectively support and promote their health and wellbeing needs.

To do this, the childminder must, at a minimum:

- a) Understand the purpose of personal plans and become familiar with Care Inspectorate guidance 'Guide for Providers on Personal Planning, Early Learning and Childcare' (Care Inspectorate, 2021)
- b) Ensure sufficient information is gathered and recorded about children, setting out their individual needs and how these will be met
- c) Ensure that personal plans are regularly reviewed with children and parents so that they are up to date and reflect children's current needs, wishes and choices.

This is to comply with Regulation 5(1)(2) (Personal Plans) of the Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 (SSI 2011/210).

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).

This requirement was made on 3 February 2023.

This requirement was made on 23 February 2023.

Action taken on previous requirement

Following the last inspection, we worked with the childminder to capture their knowledge of the child in a written personal plan. This provided a record to monitor and amend as changes happen over time. Moving forward, the childminder should ensure that the personal plan is kept up to date through reviews with parents at least every six months.

This requirement has been met

Met - outwith timescales

What the service has done to meet any areas for improvement we made at or since the last inspection

Areas for improvement

Previous area for improvement 1

To ensure children receive a quality service which meets their needs, the childminder should keep up to date and use new information to improve. This should include but not be limited to training in the following areas:

- infection prevention and control
- child protection and safeguarding
- first aid

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state, 'I experience high quality care and support based on relevant evidence, guidance and best practice' (HSCS 4.11).

This area for improvement was made on 24 September 2024.

Action taken since then

The childminder had completed child protection and first aid training in previous years. They continued to have a basic knowledge of how to protect children's health and welfare and understood where to share information if they had concerns about a child. However, the childminder had not undertaken any further training or professional development since the last inspection.

This area for improvement has not been met and will remain.

Previous area for improvement 2

To enable children to have positive play experiences, the childminder should review the environment and resources. This should include, but not be limited to, reviewing the areas used by children to ensure they have enough space and improving access to materials that would support them to make independent choices in their play. Also, introducing a more varied range of toys, materials and experiences that would support the development of children's curiosity and creative skills.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'As a child, my social and physical skills, confidence, self-esteem, and creativity are developed through a balance of organised and freely chosen extended play, including using open ended and natural materials' (HSCS 1:31); and 'As a child, I can direct my own play and activities in the way that I choose, and freely access a wide range of experiences and resources suitable for my age and stage, which stimulate my natural curiosity, learning and creativity' (HSCS 2.27).

This area for improvement was made on 3 February 2023.

Action taken since then

The childminder cares for only one older child and this is unlikely to change. Experiences and opportunities available for the child were appropriate and fun. These included:

- garden and growing vegetables

- planning small community events and designing adverts
- drawing, reading and watching films
- walking the dogs and caring for other small animals.

The childminder communicates with the child to ensure their preferences and interests are met.

This area for improvement has been met.

Previous area for improvement 3

To ensure children's health and wellbeing is promoted, improvements should be made to the arrangements for infection, prevention, and control. This should include but not be limited to, ensuring all children follow good hand washing practices and ensuring nappy changing is carried out in line with good practice guidance.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'If I require intimate personal care, there is a suitable area for this, including a sink if needed' (HSCS, 5.4); and 'I experience high quality care and support based on relevant evidence, guidance and best practice' (HSCS, 4.11).

This area for improvement was made on 3 February 2023.

Action taken since then

Since the last inspection, the childminder was more conscientious about handwashing. The child was encouraged and reminded to wash hands after patting the animals, returning from the garden, after using the toilet and before food.

This area for improvement has been met.

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	4 - Good

How good is our setting?	4 - Good
2.2 Children experience high quality facilities	4 - Good

How good is our leadership?	3 - Adequate
3.1 Quality assurance and improvement are led well	3 - Adequate

How good is our staff team?	4 - Good
4.1 Staff skills, knowledge and values	4 - Good

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