

Snowdrops Childminding Child Minding

Perth

Type of inspection:
Unannounced

Completed on:
2 September 2025

Service provided by:
Hazel Clark

Service provider number:
SP2017989249

Service no:
CS2017358806

About the service

Hazel Clark provides a service from their home and operates under the name Snowdrops Childminding. The service is registered to provide care to a maximum of six children at any one time up to 16 years of age, of whom no more than six 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. Minded children can only be cared for by persons named on the certificate. No overnight care will be provided. From the 18 August 2025 to 29 June 2026, the childminder may care for up to four children who are not yet attending primary school on Mondays during term time.

The service is based in a residential area of Perth and is close to green spaces, schools and other amenities. Children use the ground floor of the property for indoor activities and an upstairs bathroom, while the enclosed garden provides a safe outdoor play space.

About the inspection

This was an unannounced inspection which took place on 02 September 2025 between 08:30 and 14:00. 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:

- observed practice and daily life
- reviewed documents
- spoke with the childminder
- spoke with children using the service
- gathered the views of all five families currently using the service through MS Forms. Only five families currently use the service therefore the feedback rate was 100%.

Key messages

- Children experienced nurturing care and strong attachments, that enhanced their overall wellbeing.
- A child-led and robust approach to planning experiences, demonstrated that children were at the heart of the service.
- A warm and inclusive environment had been established to support children as individuals.
- Leadership was reflective and improvement focussed and the childminder's commitment to their continuous learning, meant children experienced high quality outcomes.
- Children and families shaped the care provided by the childminder, as they were valued and listened to as active participants.
- The childminder could consider how families are welcomed into their home to promote a fully inclusive service for all.

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?	4 - 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

Children were loved, nurtured and secure in the childminder's care. The childminder knew families and children well which enabled them to meet their needs. For example, visual pictures were shared between home and the childminder, to promote a consistent approach to supporting communication. One parent commented, 'I always feel that Hazel is very committed to working in partnership with families.' As a result, an inclusive ethos meant that each child was valued as an individual.

Cuddles and reassurance helped to ensure that children felt safe. The childminder's calm and sensitive nature enabled children to feel happy and settled in their care. They were down at children's level which demonstrated that children were respected.

Children's personal plans contained relevant information, such as their likes and dislikes and any medical information. This meant children's needs were understood and met. Detailed monthly reviews linked to the wellbeing indicators (safe, healthy, active, nurtured, respected, responsible, included) highlighted children's progress and next steps. One parent commented, 'We love the monthly report which shows what (our child) has played/engaged with, and what they will be working on next.' Families' involvement in these meant that achievements were recognised and celebrated.

Mealtimes were relaxed and sociable experiences. Snacks and lunches were nutritionally balanced and promoted healthy choices. The childminder was proactive and had made new menus using best practice guidance, 'Setting the table,' in consultation with families. We suggested the childminder consider further opportunities to develop children's independence skills as part of this nurturing experience.

The childminder recognised the importance of rest and sleep for children. Individual sleep routines were supported by the childminder and reflected families wishes. Safe sleep was promoted using a travel cot. This ensured that children had opportunities to rest and relax.

Quality Indicator 1.3: Play and learning

Children were happy, engaged and having fun. The childminder demonstrated a very good understanding of children's right to play and supported them to communicate their wants and needs. One parent commented, '(Our child) has the freedom to enjoy (themselves).' The childminder listened attentively and asked open questions to create active story telling sessions. This demonstrated that children mattered and were valued.

A balance of planned and spontaneous play meant that children's experiences were meaningful. One parent commented, 'Always has a plan prepared and every day is jam packed full of activities all of which are inclusive for the ages of the children.' The childminder was knowledgeable of children's interests and a robust planning system enhanced their experiences. For example, a recent interest in farms and tractors was evident in the childminder's home and planned outings. Planning was a collaborative approach with families and children, as they were regularly consulted. We discussed the reintroduction of floor books to further extend children's involvement in planning and enable them to revisit experiences.

Children's early literacy skills were embedded across experiences. For example, very young children were beginning to recognise their written name as they were exposed to this across the childminder's home. As a result, children were observed to be more engaged in activities that reflected their interests and developmental needs.

A variety of different groups and outings in the community provided a range of social activities for children. Outings were purposeful and contributed to children's enjoyment and learning. This provided further opportunities for children to develop their social skills and manage risks in different places.

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 key question as very good.

Quality Indicator 2.2: Children experience high quality facilities

The childminder's home was clean, comfortable and inviting. Play spaces were thoughtfully arranged to promote exploration, movement, and curiosity. Resources were organised to promote choices, were easily accessible and enabled children to be independent in their play. This empowered children and supported their emotional wellbeing.

A robust settling in process supported children and families to get to know the childminder and their home environment. One parent commented, 'Hazel has worked closely with us to get over our anxieties around leaving (our child) with a childminder and we have full trust that she will look after (our child).' Another parent commented, 'I wish all childminder's can be as good as Hazel at Snowdrops.' This demonstrated that love, fun and learning were central in creating a safe and secure environment for children and their families.

Children benefitted from being outside daily. Outings were relevant as they were linked to children's interests and they were actively involved in planning these experiences. This gave a strong sense of value and respect to children.

Risk assessments were detailed and highlighted the information required to keep children safe. Accidents and incidents were routinely shared with families. The childminder had recently introduced a mobile app to communicate information, including accidents and incidents with families. The childminder should update their policy to highlight the recent changes, as they have moved to an electronic recording system. Identifying any actions or patterns from any accidents and incidents would further support children's safety.

The childminder demonstrated good practice in infection prevention and control. For example, good hand hygiene was modelled and children were regularly reminded and supported to wash their hands. This promoted children's health as the risk to infection was minimised.

Children and family's confidentiality was maintained, as all information was kept private. This provided families with reassurance that personal data was managed securely.

How good is our leadership?

4 - Good

We made an evaluation of good for this key question, as several important strengths, taken together, clearly outweighed areas for improvement.

Quality Indicator 3.1: Quality assurance and improvement are led well

The childminder was dedicated to their children and families and passionate about their continuous improvement. Quality assurance processes and improvement planning were embedded and supported positive outcomes for children and families. Recent developments included children's all about me information, goals and the planning process. This highlighted the childminder's vision to improve and provide quality experiences for children.

Children's experiences and outcomes were improved through the use of effective self-evaluation processes. The childminder spoke confidently about the strengths of their service and areas to further develop. A clear plan was in place which was leading to improved practice across the service. This demonstrated that improvements were meaningful and embedded.

Children and families were fully involved in evaluating and improving the service. Questionnaires showed that suggestions from families had been reviewed and actioned. For example, adapting reviews to allow families to share more information about their child at home. One parent commented, 'My child's plan now has a section where parents feedback contributes to the assessment of the children's targets as well as the setting.' A collaborative approach to working with families ensured that all views were valued and respected.

Trusting and positive relationships between families and the childminder supported effective information sharing. Families were happy with the level of information shared and opportunities to share their own views. The childminder had recently reviewed the doorstep drop-off and collection procedure in collaboration with families, using questionnaires to gather feedback. One parent shared, 'I always have a chance at pickup and drop off to discuss any aspect of my child's play and learning, and this never feels rushed.' While families were happy with the current system, we asked the childminder to revisit this procedure in line with the Care Inspectorate practice note, 'Me, my family and my childcare setting'. This would further support families' full participation in the service and promote the benefits of sharing time together in the childminder's home.

Policies were kept under review and changes had been made which supported the safe and effective running of the service. These were regularly shared with families and any changes were highlighted for consultation. We made some suggestions to the medication and child protection policy to ensure these continue to follow best practice guidance. As a result, children were cared for by a childminder who carefully considered their safety and wellbeing.

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

The childminder's dedication and desire to learn, supported children to thrive and flourish. Their kind, warm and nurturing approach enabled children to feel valued, happy and secure. One parent commented, 'We feel totally relaxed that (our child) is in Hazel's care.' They had a clear understanding of how children developed and learned and evidenced this in their practice. This contributed to children having fun and learning through play.

Children experienced compassionate care, and support was provided to meet children's individual needs and wishes. For example, the use of visuals was implemented to aid communication and support children to move between activities. One parent commented, 'She goes above and beyond to ensure (our child) has all the resources and strategies (they) need so that (they) are best placed to learn and play.' As a result, children's emotional wellbeing was promoted.

The childminder was knowledgeable of current best practice and this was evident in their provision of high quality care. A recent development of the snack menus had been introduced to support the childminder's understanding of the 'Setting the table' practice guidance. Developments were considered through consultation with families and children. This supported positive outcomes for children and families.

Professional learning and development were clearly important to the childminder who was focussed on providing high quality for children. They were committed to their practice and keen to further develop their skills, knowledge and training. The childminder was in the second year of a graduate apprenticeship course and spoke positively about the learning and how this had impacted their practice. This meant that children benefitted from a reflective and skilled professional focussed on improvement.

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?	4 - Good
3.1 Quality assurance and improvement are led well	4 - Good
How good is our staff team?	5 - Very Good
4.1 Staff skills, knowledge and values	5 - Very Good

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