

Moyes, Christina Child Minding

Airdrie

Type of inspection:
Unannounced

Completed on:
17 June 2025

Service provided by:
Christina Moyes

Service provider number:
SP2005951330

Service no:
CS2005105767

About the service

Christina Moyes is registered to provide a care service to a maximum of six children at any one time under the age of 16, of whom a maximum of six will be under 12, 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 children of the childminder's family.

The service operates from the childminder's family home in Airdrie, North Lanarkshire. The service is close to a local school, nursery, shops, parks, woodland areas and public transport links.

Children have access to a lounge, kitchen/dining area and toilet facilities on the lower level. The upper floor is not registered for childminding purposes. They can also access a spacious, enclosed garden at the rear of the property.

About the inspection

This was an unannounced inspection which took place on 17 June 2025 between 09:45 and 14:30 hours. 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:

- spent time with the three young children who were attending the service
- spoke with the childminder
- reviewed feedback from four parents/carers using MS Forms
- spoke with one parent during our visit
- observed practice and daily life
- reviewed documents.

Key messages

- The childminder had established positive relationships with children and their families and knew them very well.
- Children experienced nurturing and responsive care that met their individual needs. As a result, they felt safe and secure in the setting and were happy and thriving.
- Children had very good opportunities to engage in quality play experiences which supported their learning and development and reflected their interests.
- Children were cared for in a warm, cosy and safe environment.
- Children had very good opportunities to visit interesting places in their local and wider communities.
- The childminder remained committed to their continuous professional development. Engaging in relevant training supported the childminder to meet children's individual needs effectively.
- Children and families benefitted from an experienced, professional childminder who was committed to improving the quality of their service.

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?	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

Quality indicator 1.1: Nurturing Care and Support

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children/people; therefore, we evaluated this key question as very good.

Children were happy, content and thriving in the childminder's care. Interactions between the children and the childminder were warm, caring and trusting. The children clearly felt safe and secure in the childminder's care. A parent/carer commented, "Tina is a very friendly kind and caring person."

The childminder's child-centred approach supported positive outcomes for children. Their knowledge of each child's personal preferences, interests and individual needs and working with other professionals meant that care was tailored to meet their personal needs.

Important information about children's health, wellbeing and development was recorded in their personal plans. The childminder had a very good understanding of Scottish Government's guidance 'Getting it right for every child' (GIRFEC) approach and the wellbeing indicators were well considered when planning individual children's care. A parent/carer commented, "I'm kept up to date and Tina speaks to me frequently and asks if there is anything they can do to help my child's needs. I do the reviews with Tina also."

Children were meaningfully involved in making decisions about their day. The childminder listened to, respected and valued their ideas. This supported children to feel safe, valued and included.

Positive relationships had been established with parents and carers. A range of effective communication methods were used by the childminder to involve them in their child's care. For example, daily discussions, daily diaries and mobile apps. This helped ensure good links between the children's home and childminding setting, which supports continuity of care. A parent/carer told us, "Christina has a great relationship with the children she looks after and their parents."

Snack time was a very relaxed, unhurried and nurturing experience. Children were fully involved in choosing and preparing their snack, for example preparing and cutting their strawberries and bananas. A parent/carer told us, "My child loves learning how to cut their food safely himself with Tina watching he has now started this at home." They were seated safely around the table and the childminder used this opportunity to chat about their plans for the day. This helped create a sociable experience where children could relax and enjoy being with one another. The childminder was well organised and snacks were healthy and nutritious. We highlighted the importance of children having access to fresh water throughout the day to ensure they are kept hydrated.

We found that medication was generally managed well in the service. The childminder agreed to review written procedures and records to ensure they reflect current best practice.

Quality indicator 1.3: Play and learning

We observed happy children having fun playing with a variety of age and stage appropriate resources. The childminder supported them to lead their own play and resources reflected children's interests. This

enabled them to make independent choices and engage meaningfully in their play. A parent/carer told us that their child liked, "Getting to play with friends, going out every day and doing something new and exploring."

The childminder used their experience and knowledge of child development to create a positive learning environment where children's play was valued and respected. They responded enthusiastically to children's interests and engaged enthusiastically in their play.

During our visit, the children were particularly interested in den building and they confidently accessed soft furnishings to make a den in the lounge. The childminder supported this interest very well and skilful questioning extended and enhanced their activity. Opportunities to promote literacy and numeracy were naturally incorporated through everyday experiences and conversations, for example, counting objects during play and talking about colour and shape.

The children proudly showed us their floorbooks and they enjoyed reflecting on the wide range of activities they had experienced. The childminder discussed plans to use floorbooks to extend opportunities for children to be involved in planning activities and sharing their ideas and suggestions. We agreed this would help ensure children's views are respected and could lead to more challenging play opportunities.

Children benefitted from regular opportunities to engage in their local and wider community. They had opportunities to meet with different groups of children at local community groups, where they were able to develop friendships and learn from wider groups of children. They also had opportunities to participate in walks to local nature and play parks and visit interesting places. This helped enrich children's learning, develop life skills and helped them develop positive links with their community. A parent/carer told us that their child commented, "We get to do fun things and go on adventures." Another parent told us, "My child loves Muddy Boots Wednesday with Tina and often asks to go. They love picking herbs and sniffing all Tina's things in her garden too. This really helps their sensory needs."

How good is our setting?

4 - Good

Quality indicator 2.2: High quality facilities

We evaluated this key question as good, where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

Children were cared for in a warm, welcoming environment which was well ventilated with plenty of natural light. Areas used by children were comfortably furnished, clean and well maintained. Soft furnishings helped create an inviting and homely environment for children and their families.

The children were very relaxed, confident and comfortable in the setting. The childminder had created a safe, hygienic, child-friendly environment and children's needs had been carefully considered. For example, safety gates helped keep children safe and an area to store their coats and belongings helped make them feel welcome and that they mattered. A parent/carer commented, "Christina makes sure their house is safe for all children."

Toys and resources were clean, safe and well maintained. These were mostly easily accessible to the children. The childminder agreed to give this area further consideration to promote children's choice and independence. The childminder understood the benefits of children having access to loose parts and

sensory play and agreed there was scope to enhance the range of resources to support this. This will help support children's curiosity, imagination and creativity.

Children had regular opportunities to play in the garden, which was easily accessible from the kitchen. The garden had different surfaces for children to develop important skills, with a very good range of outdoor play resources to support their play experiences.

The childminder carried out visual checks prior to children arriving and throughout the course of the day, responding to anything that could pose a risk. Procedures for recording accidents and incidents were in place and the childminder was clear about when to notify the Care Inspectorate. Risk assessments were in place and we discussed how there was scope for these to be more robust. The childminder agreed to give this further consideration. They also agreed to include risk assessments for individual children, where needed, to support their health, wellbeing and safety needs.

We considered the measures in place to minimise the spread of infection in the service. The childminder ensured areas were well ventilated and toys and equipment were cleaned regularly. Appropriate personal protective equipment was used when supporting children's personal care. Children were supported to wash their hands at key times, which supported them to learn good handwashing habits.

Children and their families' personal information was securely stored, and the childminder had registered with the Information Commissioner's Office to protect personal data. This helped protect people's privacy.

How good is our leadership?

4 - Good

Quality indicator 3.1: Quality assurance and improvement are well led

We evaluated this key question as good, where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

The childminder had high aspirations for their service and wanted the very best for children and their families.

Important information about the service was shared with parents/carers, including aims and objectives, policies and procedures. This helped them to understand the childminder's vision, ensured they were well informed about the service provided and supported them to have clear expectations. A parent/carer told us that they were extremely happy with all aspects of the service. They told us that communication was particularly good and that they felt fully involved in their child's care. They commented that the children are "loved" by the childminder.

Appropriate record keeping supported the childminder to deliver a professional service. For example, clear details of children's attendance were recorded and appropriate insurance was in place. This ensured the childminder was meeting the responsibilities of delivering a registered childcare service and helped keep children and their families safe.

The childminder had a friendly and open approach with children and families, which supported the development of trusting relationships. They understood the importance of involving parents/carers in their child's care. Parents/carers were asked about their preferred method of gathering and sharing information about their child when they joined the service. Welcoming them at the beginning and end of the day and informal communications, for example, daily diaries and an online early years platform provided meaningful

ways for them to influence the care provided. This helped ensure good links between home and the childminding setting and ensured that parents/carers were included in their child's experiences. A parent/carer told us, "Tina always feeds back on my child's day. This is really important."

The childminder understood the importance of continually improving their service and recognised there was scope to develop a more formal approach to self-evaluation. They had attended training relating to this topic and felt more confident in developing an approach which would enable them to reflect on what is working well and what could be improved in the service. While this was in its early stages, we were confident that their commitment to developing effective self-evaluation would lead to improvements in the service.

Children's and their families' views were very important to the childminder. Questionnaires provided a more formal approach for them to share feedback on the service and provide suggestions for improvement. The childminder was very keen to explore more meaningful ways in which to involve them in improving the quality of their experiences. This will ensure children and families are included and contribute to the development of the service.

How good is our staff team?

5 - Very Good

Quality indicator 4.1: Staff skills, knowledge and values

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children/people; therefore, we evaluated this key question as very good.

The childminder was passionate and committed to their role about their role. They remained professional in their approach and they were well organised for this inspection.

The childminder cared very deeply about the children in their care and interactions were warm, kind and respectful. This ensured a happy, secure and supportive environment for children and their families. Parent/carers' comments included, "Christina is great at their job."

The childminder continued to be strongly committed to their professional development. They had undertaken a wide range of training courses to support and further develop their practice, including ensuring their skills in first aid and child protection were refreshed regularly. A written record of training attended was kept, which helped the childminder to reflect on the impact of new learning. Training relating to children's individual needs had extended the childminder's knowledge and strengthened their understanding of how to support individual children in their care.

Meeting other childminders, being a member of the Scottish Childminding Association, and accessing information from the Care Inspectorate HUB, supported the childminder to keep up to date with new developments and explore topical issues.

The childminder was clear about their role in protecting children and knew who to contact for advice and support. They had recently attended training relating to this topic, which helped support their knowledge and understanding.

A parent/carer told us that it was important for their child, "To feel safe and to know that they are in the hands of someone who knows their routine and who can communicate in a way they understand and knows how to reassure them."

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?	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

To find out more

This inspection report is published by the Care Inspectorate. You can download this report and others from our website.

Care services in Scotland cannot operate unless they are registered with the Care Inspectorate. We inspect, award grades and help services to improve. We also investigate complaints about care services and can take action when things aren't good enough.

Please get in touch with us if you would like more information or have any concerns about a care service.

You can also read more about our work online at www.careinspectorate.com

Contact us

Care Inspectorate
Compass House
11 Riverside Drive
Dundee
DD1 4NY

enquiries@careinspectorate.com

0345 600 9527

Find us on Facebook

Twitter: @careinspect

Other languages and formats

This report is available in other languages and formats on request.

Tha am foillseachadh seo ri fhaighinn ann an cruthannan is cànan eile ma nithear iartras.

অনুরোধসাপেক্ষে এই প্রকাশনাটি অন্য ফরম্যাট এবং অন্যান্য ভাষায় পাওয়া যায়।

یہ اشاعت درخواست کرنے پر دیگر شکلوں اور دیگر زبانوں میں فراہم کی جاسکتی ہے۔

ਬੇਨਤੀ 'ਤੇ ਇਹ ਪ੍ਰਕਾਸ਼ਨ ਹੋਰ ਰੂਪਾਂ ਅਤੇ ਹੋਰਨਾਂ ਭਾਸ਼ਾਵਾਂ ਵਿਚ ਉਪਲਬਧ ਹੈ।

هذه الوثيقة متوفرة بلغات ونماذج أخرى عند الطلب

本出版品有其他格式和其他語言備索。

Na życzenie niniejsza publikacja dostępna jest także w innych formatach oraz językach.