

Malcolm, Beth Child Minding

Saltcoats

Type of inspection:
Unannounced

Completed on:
29 May 2025

Service provided by:
Beth Malcolm

Service provider number:
SP2013984468

Service no:
CS2013314857

About the service

Beth Malcolm provides a childminding service from their family home in the coastal town of Saltcoats, North Ayrshire. The service is close to local amenities including shops, schools, parks and beaches.

Children are cared for in an open plan kitchen/diner and a designated play room. Children have access to the downstairs toilet and a large enclosed garden.

The service is currently 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. The number is inclusive of the childminder's family.

About the inspection

This was an unannounced inspection which took place on 22 May 2025 between 13:30 and 15:30 and 29 May 20225 between 11:00 and 14:30. Three children attended the service on both days of inspection. 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 children using the service
- spoke with the childminder
- observed practice and daily life
- reviewed and sampled documents
- received feedback from families

Key messages

- Children were happy, safe and secure in the childminder's care
- Positive and trusting relationships had been formed between the children and childminder
- Children were engaged in their play and learning
- Children were provided with daily opportunities to participate in their community
- The childminder provided children with fun and exciting experiences out with their community
- The childminder placed children at the centre of the service
- Reflective practice meant that the childminder continuously improved the quality the 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?	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 evaluated this key question as very good. We identified significant strengths in aspects of the care provided and how these supported positive outcomes for children.

1.1 Nurturing care and support.

Children were happy, safe and secure in the care of the childminder who knew them well. The childminder was kind, caring and nurturing towards children and they had formed positive and trusting relationships with children. Children were settled in the home environment and the childminder comforted and reassured them when they needed emotional support. This helped contribute to children's emotional wellbeing.

Children were comfortable and confident in the service and this was evident through the childminder's positive and playful interactions with the children. The childminder spoke with children about setting boundaries within the home environment and explained their expectations when out in the community. Children responded well to the childminder and understood the social expectations. This helped children develop a sense of security and build respectful relationships.

The childminder confidently supported children who needed help to regulate their emotions. They supported children to develop coping strategies and talked with them to help them understand and manage their feelings in a positive way. This contributed to children's social and emotional development.

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 and wellbeing indicators were used effectively to support learning. 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 social experiences for children. They ate their breakfast in the dining area at a child sized table and enjoyed the social experience. The childminder provided healthy food, such as toast, yogurt and fruit. On the second day of inspection the childminder took children to a local café for lunch. Children were familiar with the routine and ordered their choice of meal from the menu. The childminder ate with the children and encouraged them to finish their meals and drink their water. After lunch children drew pictures and coloured in as they waited for others to finish their meals. This promoted children's social skills.

1.2 Play and learning

Children were having fun playing with their friends. They followed their interests and led their play and learning. The childminder understood the value of child led play and had a good understanding of children's stages of development. They encouraged children to play independently and together at times enabling them to co-operate with each other and share resources. This helped children develop their social skills and build friendships.

The childminder asked children to choose where they wanted to play and encouraged them to engage in their favourite activities to support their learning. The childminder knew children's preferences, for example,

they knew which children preferred to play outdoors. They planned the day to ensure plenty time was available to allow children to participate in active play. This meant that children were involved in play that was meaningful.

Children had daily opportunities to play outdoors and participate in energetic play. They visited the play park and had fun as they jumped on the in-ground trampolines and used their bodies to balance and stay upright. They ran around chasing each other and were fascinated by their shadows. They climbed the cargo nets and sat on the roundabouts whilst the childminder pushed them. They discovered a maze and this was exciting as they tried to help each other work out how to exit it. As a result, children were having fun outdoors and leading their play.

The playroom provided fun learning opportunities for children to use their imagination. They played on the floor with building blocks, and role played with dolls, prams and the play kitchen. Children were mark making with chalk, crayons and using art and craft materials to express their ideas. This help support children's creative and imaginative skills.

The childminder was committed to supporting children's learning and development. They recorded children's strengths, interest and progress in their personal plans and had some knowledge of their next steps. We asked the childminder to use developmental milestone trackers, to help identify children's next steps in their learning. This will help show how children are progressing in their learning and development.

How good is our setting?

5 - Very Good

We evaluated this quality indicator as very good. We found significant strengths in aspects of the care provided and how these supported positive outcomes for children.

2.2. Children experience high quality facilities.

The service was warm, welcoming and well maintained. The homely environment was safe and secure, with plenty of natural light and ventilation. Children had access to the kitchen diner where they sat at a child sized table and ate their food, whilst the childminder supervised them when preparing food. The childminder ensured children were relaxed and comfortable. As a result, children were happy, safe and secure.

The downstairs toilet was accessible and a small sink had been installed to support children's independence. The childminder promoted good hygiene practices and encouraged children to wash their hands and manage their own personal care. This helped promote children's confidence and self-care skills.

The designated playroom was spacious with low windows and sea views. It was well resourced and children could access and choose from a broad range of resources, to spark their curiosity. A large comfortable sofa meant that children could rest and relax if they wanted time away from their play. Children's art work and photographs were displayed on the walls and mantelpiece. This sent a message that children mattered.

The childminder took children to a wide range of community facilities including the beach, playgroups and playparks. When they were out in the community the childminder spoke with the children about road safety

and reminded them to check for traffic and use the zebra crossing. Children took each other's hands, waited for the childminder and knew when it was safe to cross the road. This contributed to children's life skills.

Regular trips to the local library meant that children had different opportunities to play and learn. They sat in quiet areas and relaxed in a cosy den with a book and played in the construction area and built models with Lego. They read books, played with puzzles and used the SMART board to play interactive games. They learned how to sort and match objects and recognise shapes, colours and patterns. They drew pictures using a selection of pens to colour in and create their story. This meant that children were developing their literacy and numeracy skills.

The childminder provided children with exciting learning experiences out with their community. They took children on a day trip to a caravan park where they had access to a large static caravan. Children enjoyed the adventure as they played in the caravan, sat at the dining table and ate their snack and relaxed on the bed. The childminder told us that they wanted children to have different experiences and have lasting memories of their service.

How good is our leadership?

5 - Very Good

We evaluated this quality indicator as very good. We found significant strengths in aspects of the care provided and how these supported positive outcomes for children.

3.1 Quality assurance and improvement are led well

The childminder was committed to providing a quality service to children and families. They had clear aims to ensure children felt safe, secure and comfortable in a homely environment. We observed happy, relaxed children who experience positive care, play and learning experiences from the childminder, who placed children at the centre of the service. This helped contribute to positive outcomes for children.

Effective communication through daily conversations and regular updates using digital methods, meant that families were informed of their children's care, play and learning experiences. Family feedback was encouraged and provided the childminder with information to help support children's individual care needs. Older children were asked about their preferred activities at the service which the childminder actioned. This meant that families were meaningfully involved in improving the service.

The childminder completed a reflective exercise to consider how they would promote children's health, safety and wellbeing needs. For example, they wanted children to participate in active play. They ensured children had daily opportunities to participate in different outdoor play experiences regardless of the weather. This helped promote children's sense of wellbeing.

Children were transported in the childminder's car to local community facilities and were picked up and collected from their homes. Children were allocated their own seats and harnesses were adjusted to ensure their comfort and safety. This meant that children were safe when travelling.

Risk assessments were detailed and identified potential hazards and actions required, if an incident occurred. The childminder thought about how to minimise risks when visiting the beach, playgroups and

play park. For example, on the first day of inspection, the childminder took children to the play park. They became a little concerned about people's boisterous behaviour and therefore made a decision to take children to another play park. This meant that children could play safely and securely.

The childminder considered children's safety in the event of an incident that involved the childminder. They had installed an "In Case of Emergency" (ICE) feature on their phone that contained children's emergency contact details which could be accessed without unlocking the phone.

How good is our staff team?

5 - Very Good

We evaluated this quality indicator as very good. We found significant strengths in aspects of the care provided and how these supported positive outcomes for children.

4.3 Staff skills, knowledge, and values

The childminder knew children well and responded to their individual needs, in a kind and caring manner. They worked well with families to ensure they provided consistent care and support through personal planning and daily communication. This helped continuity of care and support.

The childminder had developed positive and trusting relationships with families. They often made an extra effort to ensure families were well supported and this was evident through family feedback. One family commented, "I think the childminder is amazing and they help us so much".

The childminder understood the value of child-led play and provided a good range of resources and experiences that supported children's play and learning. They recognised children's stages of development and their individual preferences. They provided fun and exciting play opportunities within the community and more broadly. When children visited public facilities for example, the cafe and library, the childminder spoke with children about how to behave in those services. This supported children's social skills.

The childminder was committed to further developing their knowledge in relation to child development and understood children's specific needs. They used strategies to support children, for example asking them for help as a distraction to keep them engaged in their learning. They were skilled and experienced and had participated in several training courses to help support children's health, safety and wellbeing. They had completed paediatric first aid training and safeguarding children and young people as well as autism awareness. This helped ensure children were safe and their needs were well supported.

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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