

# Flowers & Pebbles Childminding Child Minding

Callander

**Type of inspection:**  
Unannounced

**Completed on:**  
1 April 2025

**Service provided by:**  
Emma King

**Service provider number:**  
SP2018989925

**Service no:**  
CS2018367143

## About the service

Flowers and Pebbles is a childminding service registered to provide a care service to a maximum of 6 children at any one time under the age of 16; of whom no more than 3 are not yet attending primary school; and of whom no more than 1 is under 12 months. The numbers are inclusive of the childminder's own family.

The service is located near parks and green spaces, public transport links and other amenities. Children have access to the lounge, the kitchen and upstairs bathroom. Children benefitted from regularly outings and use of the rear, fully enclosed garden.

## About the inspection

This was an unannounced inspection which took place on 1 April 2025 between 12:30 and 15:00. One inspector carried out the inspection.

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.

To inform our evaluation we:

- spoke with two children using the service and one of their parents or carers
- received three completed questionnaires from parents and carers
- spoke with staff and management
- observed practice and daily life
- reviewed documents.

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:

- 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

Children benefitted from responsive and nurturing relationships, which contributed to children remaining happy and relaxed.

Children were cared for in a welcoming and homely environment. Some spaces that children accessed were cluttered, reducing the effectiveness of cleaning carried out. The childminder acted promptly to clear spaces and was in the process of rearranging rooms to improve storage within the home.

Frequent use of the local community and woodland spaces promoted children's social, emotional and physical wellbeing.

The childminder effectively self-evaluated the service. This enabled them to identify strengths and areas for developments. These were used to inform a self-improvement action plan.

The childminder used a wealth of experience to support children's needs. They were committed to their professional development to develop their practice.

## 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

Children were nurtured through daily experiences. The childminder was caring and respectful to children. When asked if there was anything they wished to tell us about the childminder, one child told us, "Best [childminder] whole wide world!".

The childminder was mindful to give them time to process information, which supported them to make their own decisions and share age-appropriate responsibilities. All parents told us that they strongly agreed that they had a strong connection with their childminder. One parent told us that, "Our childminder provides a safe, nurturing, caring environment for my child to thrive. My child loves going to Flowers and Pebbles Childminding. I feel they are happy and safe". Another told us, "We have an excellent trusting relationship with them". This resulted in children being content and thriving within a safe and caring environment.

All children had personal plans that reflected key information about their care needs, likes and dislikes. Parents completed these when their children first joined the setting. All parents told us that they felt the childminder communicated well. This enabled them to regularly discuss their child's needs and to share any necessary changes to their children's care and support. As a result of effective communication, families and the childminder were confident that information was accurate and represented children's needs and wishes well.

Children were fully supported to have periods of rest and sought comfort, as and when needed. For example, personal comforts such as, dummies and soft toys were easily accessible to children. This supported them to feel safe and secure. The childminder was attuned to children's cues and was responsive to their needs. This impacted positively on children's health and wellbeing.

Mealtimes met children's individual dietary requirements. Parents supplied most foods and snacks to support this. The childminder was mindful of children's needs and supported them to eat at a time that was right for them. This supported healthy eating habits and respected children's choice. The childminder sat and chatted with children as they ate, providing a positive social mealtime.

Children were kept safe because the childminder had a very good understanding around safeguarding children. The childminder engaged in regular professional development to ensure their practice met current guidance.

### Quality Indicator 1.3: Play and learning

Children had fun playing through a good balance of planned and spontaneous play and learning experiences. The childminder took time to provide toys that supported children's interests and development needs. They enjoyed playing with magnetic tiles, water play and reading stories. The childminder used their knowledge of children's development to introduce engaging activities for children. One parent told us, "The amount of outdoor time the children get is brilliant. We can see a huge benefit from that in terms of overall mood and also a healthy glow!". This supported children to experience very good quality play and learning.

The childminder used skilled interactions to challenge and motivate children. The childminder was responsive to their cues and recognised when it was best to intervene or when to provide support that enable them to achieve on their own. This enabled children to build confidence and resilience.

Children were supported to grow and thrive. The childminder continually discussed children's play and learning with their parents, sharing ideas and achievements. One parent told us, "[The childminder] consults us regularly and is very approachable". Floorbooks were used to showcase individual children's personal experiences and outcomes. Children were keen to look through their Floorbooks and tell us about what they were doing in the pictures. The childminder tracked children's development to fully support them. As a result, there was a genuine collaboration between children, parents and the childminder to ensure children achieved.

The childminder shared information with families through text messaging, providing pictures of children taking part in activities and information about what they had been learning. We found evidence of how children's needs and interests influenced their play and learning experiences. This supported children to influence and lead their play and learning.

Children had the opportunity to visit various places in the community, including woodland spaces and the local school nursery for play sessions. This helped to extend their play and learning opportunities and to socialise with other children. Parents expressed that they were very happy with the experiences their children received. One parent told us, "I see our childminder as a hugely important and valued part of my child's development, both socially and academically. They also feel secure and part of the community with them".

## 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 childminder's home was cosy and welcoming, which provided a homely environment for the children. There was good natural light, with ample space for children to move around, play and learn in. Children had access to a living area that included comfortable sofas and child sized chairs to sit and relax together. This demonstrated to children that they were valued and promoted a respectful and inclusive ethos within the service.

Setting's indoor and outdoor environments were developmentally appropriate spaces. Parents were happy with the service. They spoke positively of social experiences that their children took part in and the benefits of active play when they were outdoors. For example, one parent told us, "This is a particular strength of Flowers and Pebbles childminding. [The childminder] takes full advantage of the beautiful environment we live in". This enabled children to receive positive outcomes.

The property was well maintained indoors and outdoors. It was fully enclosed, secure and offered children a safe space to play and enjoy fresh air. Children also benefitted from visits within their local community, for example, playgroups. This broadened children's experiences and enabled them to build on their social skills.

The childminder had some risk assessments in place and carried out visual checks to identify and minimise hazards within the environment. The childminder used her very good knowledge of the children to adapt the space depending on their individual needs, age and stage of development. We observed that children's opportunities were not restricted as a result, as the childminder was mindful to enable risky play with full supervision. This supported children to explore their abilities and learn from their mistakes in a safe, well-maintained environment.

Infection prevention and control procedures were adequate. Children were not encouraged to wash their hands after being outside and before eating, this increased the risk of spread of infection. Some spaces that children accessed were cluttered, reducing the effectiveness of cleaning carried out. The childminder acted promptly to clear spaces and improve organisation to promote a clean and safe environment for children.

## 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 led well

The childminder demonstrated a strong commitment and passion to providing and improving positive outcomes for children. They did this through keeping up to date with best practice guidance and improving their practice in line with knowledge gained. The childminder valued the importance of children feeling safe and happy, and to learn through having fun. This was evident throughout the inspection.

Aims and values were in place and reviewed with children and parents. Regular check ins with parents provided opportunities for them to share their views and opinions. For example, a recent questionnaire found that parents were very happy with the nurture and care their child received. Parents told us, "our childminder will consult us on things that are important or if there are any changes, new opportunities for my child to take part in". The childminder had reflected on the communication methods they were using and was keen to improve how they recorded the views of parents and carers. This allowed children and parents to influence the care they experienced and feel valued. This promoted positive partnership working with families to ensure that the service was right for them and their child.

The childminder effectively self-evaluated the service. They had taken time to reflect on the quality of children's care, play and learning. As a result, they identified strengths and share developments they were keen to take forward in order to improve children's outcomes. For instance, family engagement and the development of the outdoor area. The childminder used this to inform a self-improvement action plan. This demonstrated a commitment to continually improving practice and showed that they valued feedback from those using the service.

The childminder regularly engaged in professional discussions with other working professionals. This allowed them to discuss training they had completed, ways to improve their practice and groups they attended. Through these discussions the childminder identified further training they had planned to complete. This ensured outcomes for children were continually considered to support them to meet their full potential.

**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: Skills, knowledge and values**

Children's wellbeing was supported through the childminder's kind and nurturing approach. This ensured that children and families felt safe, valued and respected. The childminder had a clear understanding of how children learn and develop. They were kind and patient when interacting with children. A parent told us, "our childminder always takes the time to share what has happened during the day, and has built a strong relationship with my child". This positively impacted children's overall wellbeing and helped them to feel loved, valued and secure.

Children were at the heart of the service. All parents strongly agreed that they were always welcomed into the childminder's home to discuss their child's care, play and learning. The childminder carefully considered their needs, likes and interests to support improvement within the service. Overall, the childminder had a positive, enabling attitude that effectively used changing needs and feedback to improve the service.

The childminder had a wealth of knowledge and experience of working with children. They kept their knowledge and practice up to date through emails and updates from the Scottish Childminding Association (SCMA), and the Care Inspectorate. They also maintained positive links with other working professionals, which resulted in the sharing of good practice and ideas. This also provided the childminder with a good network of support, which further enhanced good quality practice and experiences for children.

The childminder was reflective in their practice, which positively impacted children. They understood the importance of reflecting on their own professional development to ensure they provided a good standard of care, play and learning. Recently, they had completed a Forest Kindergarten course and Child Protection training. It was evident that this positively informed practice, resulting in very good outcomes for children. A record of training and a clear action plan were not in place. This would enhance their ability to effectively reflect on learning and measure the impact on children's care, play and learning.

**Complaints**

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at [www.careinspectorate.com](http://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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