

Lynn's Childminding Child Minding

Port Glasgow

Type of inspection:
Unannounced

Completed on:
16 July 2025

Service provided by:
Lynn Harrison

Service provider number:
SP2013984976

Service no:
CS2013317836

About the service

Lynn Harrison operates a childminding service known as Lynn's childminding. The service is provided from the childminder's family home in Port Glasgow, Inverclyde and is situated close to local amenities including early learning and childcare settings and primary schools. Minded children have access to the lounge including dining space, kitchen, downstairs WC and enclosed rear garden. At the time of our inspection, children could not access the garden due to ongoing home improvements.

The service is registered to care for a maximum of six children under the age of 16, 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 the childminder's family. At the time of our inspection, five children were registered with the service.

About the inspection

This was an unannounced inspection which took place on Wednesday 16 July 2025 between 12:30 and 14:45. 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
- issued a family questionnaire and received five responses
- spoke with the childminder
- observed practice and daily life for two children attending the service
- reviewed documents.

Key messages

- Children were relaxed and happy in a service that supported their wellbeing.
- Children experienced warm, kind, and respectful interactions from the childminder.
- Positive relationships were built with children and their families.
- Play experiences were offered in response to children's interests and routines from home.
- The childminder should continue to imbed their approach to self-evaluation processes and develop a plan for service improvements.
- The childminder should continue with their plans to undertake training to enhance their professional development and stay up to date with current practices. Priority should be given to undertaking child protection training.

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?	4 - Good
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 relaxed, happy, and settled in the childminder's care. They showed confidence in their surroundings and responded warmly to the childminder's kind and caring approach. Children receive cuddles and gentle support, helping them to feel cared for. Close, trusting relationships helped children feel secure. Parents spoke positively of the care provided to their child, comments included; "I am so lucky to have Lynn as a childminder for my child. I couldn't ask for anyone better to support my child" and "Lynn is amazing, she is the right fit for us as a family."

The childminder knew the children in their care very well. At enrolment, parents shared important information about their child's routines, preferences and health needs which helped the childminder provide personalised care. Children's personal plans contained up-to-date details reflecting their current routines and interests, helping to ensure continuity of care between home and the childminding setting. There was some inconsistencies with parental involvement in the personal plan review process. We discussed practical ways to further support parental engagement with their child's plan, and suggested ways to use digital platforms to help to reach parents who have limited time at collection. This could ensure all parents are fully involved.

Due to the individual routines of children, we did not observe a mealtime. The childminder was appropriately registered as a food premise and information shared with parents and photographs that we sampled demonstrated that children were provided with a balance of foods high in nutritional value, supporting their health and wellbeing. Parents told us, "There is always a good variety of healthy choices available" and "My child has a varied diet while with Lynn and often tries new foods which is great."

Children had opportunities to rest and sleep supporting their individual needs. The childminder used cues from the children, along with information from parents, to follow sleep routines from home. The childminder provided transitional objects and comforters to support children's emotional wellbeing and they read a story to ensure a calm and relaxing environment. Sleep information was regularly shared with parents, helping to keep them informed and support consistent care between home and the setting.

There were procedures in place to support the safe administration of medication. While no children required medication on the day of our visit, the childminder had a medication policy and parental consent forms in place. These measures ensured that, when medication was required, children's health needs would be managed safely and with full parental consent.

Quality indicator 1.3: Play and learning

Children were happy and having fun and it was clear they had developed friendships. They laughed and smiled as they interacted with each other and the childminder. The childminder mostly followed an informal spontaneous planning approach where verbal choices were given to children about their play, providing them with a sense of ownership of their time. We made some suggestions on how the childminder could strengthen their recordings of where they had used children's interests to inform play and

learning experiences and as a result, children had develop new skills. This would ensure more robust processes are in place to track each child's progress and development.

The childminder listened to the ideas of both children and parents, which helped them to provide a range of play experiences. One parent told us; "I am continuously kept up to date with my child's progress and I also keep childminder up to date with new things my child is enjoying and learning." We observed that following a child's visit to a local science centre with their family, the childminder set up play experiences to support them to revisit their learning. The child spoke confidently to us about their experience and used language such as 'galaxy' and 'universe' which demonstrated they had consolidated learning. The childminder's approach was child-centred, resulting in children who were confident, and enjoying their time in the setting.

Regular outdoor experiences, such as daily walks, visits to parks, community groups, and planned trips to places of interest further supported children's play and learning outdoors. The childminder planned outings in partnership with other local childminders to support children develop friendships and maximise their community experiences. Children and families commented positively on their outdoor experiences and their opportunities to make friends. Comments made included; "I enjoy going to the park and being outdoors in the garden for fresh air" and "I enjoy meeting with my friends and have built relationships with other children." These experiences provided meaningful opportunities for exploration, physical activity, and social interaction. The childminder made effective use of the local community to extend learning beyond the home, helping children build confidence, develop curiosity, and form positive relationships.

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

Children could spend their time playing and exploring resources within the childminder's living room, where there was a dining table for crafts, ample floor space to explore and sofas to relax on. The environment was well ventilated, clean and tidy contributing to children's comfort. All parents strongly agreed that their child was cared for in a safe, secure and well-maintained environment, with comments including; "Lynn provides a stimulating and safe environment" and "The childminders house is a very safe, secure, maintained, nurturing, caring environment. There are many positive things that you could say about the environment my child is cared for in, these are just a few words to describe it."

At the time of our inspection the childminder's home was undergoing refurbishment works. This was clearly communicated with parents and where possible work was carried out at weekends to limit disruption to children. As a temporary measure and to allow works to be undertaken safely, sections of the childminders' boundary fencing had been removed. As a result, the garden was not accessible to children and additional use was made of community facilities.

Risk assessments were in place for the childminder's home and areas of the community accessed by children. They identified potential risks and appropriate control measures to ensure children's safety.

Infection prevention and control measures were in place to keep children safe. For example, the childminder's home and play resources were clean and children were supported to wash their hands at key times such as when they returned from a visit to the park. This meant that the likelihood of any infection spreading was minimised.

Children had access to a variety of toys and materials that supported and encouraged their learning. These were placed safely within the living room space with some stored in accessible boxes, allowing children to make independent choices. The resources were suitable for the children's ages and stages of development. The childminder should now expand the resources available to include more natural and open-ended materials which are play items with no pre-determined outcomes that enrich play experiences and support children's curiosity and creativity.

Children and families personal information was stored safely and the childminder was registered with the Information Commissioners Office (ICO). We have asked the childminder to develop a privacy statement and share this with families outlining how they store personal information securely and lawfully.

How good is our leadership?

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 3.1: Quality assurance and improvement are led well

The childminder had created a happy and welcoming ethos in the service, which promoted a positive atmosphere for children to play and learn. The vision, values and aims of the service were evident in the warm interactions and positive relationships we observed. This supported children to feel valued and secure. The childminder engaged well with the inspection process and was responsive to our suggestions for further development.

Positive relationships had been established with children and their families. Their views were gathered through informal discussions and drop off and collection times and through frequent communication using electronic platform 'Whatsapp.' Parents placed value in the communication methods offered to them. Comments made included; "Fantastic communication and updates," and "There is good communication between childminder and child/parents, I trust Lynn in all aspects". This supported parents to be fully involved in their child's care.

Questionnaires were used to gather formal feedback from parents and children, reflecting on the quality of experience provided. All parents who responded to our questionnaire strongly agreed, 'My child and I are involved in a meaningful way to help develop the service.' This demonstrated that families felt their views and opinions were valued.

The childminder had a range of policies and procedures in place, supporting them to provide a reliable service. We advised some policies and procedures should be expanded to reflect current legislation and best practice guidance. For example, we identified gaps within the child protection policy. Updating policies and revisiting current best practice would support service delivery and enable positive outcomes for all children. We also suggested that including dates when reviews had taken place as this would demonstrate the childminder's commitment to continuous improvement.

The service was in the very early stages of developing formalised approaches to quality assurance and self-evaluation. We discussed the benefits of using quality audit tools, such as Care Inspectorate (2022) 'A quality framework for day-care of children, childminding and school-aged childcare.' This would enable the childminder to identify what is working well and areas of service delivery that could be further improved.

Effective self-evaluation processes supports a culture of continuous improvement to secure positive outcomes for children (area for improvement 1).

Areas for improvement

1. To support positive outcomes for children and families, the childminder should strengthen how they reflect on the quality of their service. This should include but is not limited to recording what is working well, what could be improved and using this to inform and make positive changes for children and families.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS), which state: "I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance processes" (HSCS 4.19).

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 4.1: Staff skills, knowledge and values

Children experienced strong relationships with the childminder who demonstrated a warm, kind and compassionate approach. Families who responded to our questionnaire strongly agreed they were happy with the care and support their child received. When asked, 'what do you like about your childminder,' families described the childminder as "Kind, loving, patient, welcoming and experienced." One parent also commented; "Lynn is a fantastic childminder and I can tell she deeply cares about the children she looks after."

The childminder was a member of the Scottish Childminding Association (SCMA) and had built relationships with other local childminders. This provided opportunities to help reflect on best practice and build on information sharing to support service improvements. Parents who responded to our questionnaire commented positively on this stating; "I love that Lynn has a wide childminder support network and this allows my child to spend time with other kids and be involved in different activities."

The childminder holds a professional qualification and had completed training on first aid, allergens, and had attended the SCMA annual conference. They told us they planned to access further training to develop their knowledge of current early learning and childcare practices. They had highlighted SCMA online training in Think STEM and reflective practice as topics they would like to further develop their understanding. We encouraged the childminder to continue with these plans to attend relevant training and to maintain a log of any training, webinars or professional reading undertaken, reflecting on how these could support positive outcomes for children and families.

The childminder had undertaken many child protection courses since registering as a childminder. Although their current training had lapsed, they recognised the importance of updating this. We encouraged them to prioritise this to ensure they are well placed to protect children's welfare and respond effectively to keep them safe.

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

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.