

Little Rockets Child Minding

Perth

Type of inspection:
Announced (short notice)

Completed on:
14 July 2025

Service provided by:
Natalie Anderson

Service provider number:
SP2018989795

Service no:
CS2018365632

About the service

Natalie Anderson provides a childminding service from her home in Perth. The childminder is registered to provide care to a maximum of six children up to the age of 16.

Children are cared for in the living - dining area, the hallway and have access to an upstairs toilet. Children also have access to a playroom which leads out onto an enclosed garden and a large green space to the rear of the house.

About the inspection

This was an announced (short notice) inspection which took place on 10 July 2025 between 10:45 and 13:30. 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 one child using the service and reviewed responses to our questionnaire from one family
- spoke with the provider
- observed practice and daily life
- reviewed documents.

Key messages

- The childminder and child were happy and comfortable in each other's company and strong attachments had been formed. This fully supported the child's overall wellbeing.
- Children were provided with a warm and welcoming environment that supported them to feel safe and secure.
- The childminder understood the importance of continually improving their service and had started to reflect on their service. This was in the early stages, and they recognised there was scope to further develop a more formal approach to self-evaluation.
- Children benefitted from the strong partnerships the childminder had built with their families which resulted in them receiving individualised care and support.
- We encouraged the childminder to consider more comfortable and safer sleeping arrangements for younger children.
- The childminder was committed to their continuous professional development. They engaged regularly in relevant training and self-directed reading which supported the childminder to meet children's individual needs effectively.

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

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

Quality indicator 1.1 Nurturing care and support

The child benefitted from the childminder's kind, caring and warm approach which supported their overall wellbeing. The childminder skilfully and sensitively responded to the child's cues. They knew when the child was seeking support and needed a cuddle or if they wanted to engage in play and sing songs. It was evident they were comfortable and happy in each other's company and strong attachments had been formed. This resulted in the child feeling loved and secure in the childminders care.

The childminder had established trusting relationships with families and was confident they met children's needs in partnership with parents. Personal plans for children had been developed and considered personal preferences, personalities, and the well-being indicators. This meant the care and support met the needs of individuals. For example, one child could be a little shy and hesitant and the childminder explained how they slowly introduced new experiences and activities, so as not to overwhelm them. Children's emotional security was important to the childminder; we observed very nurturing interactions with lots of praise and encouragement. This resulted in children who were building resilience, and confidence as they were cared for by a supportive childminder. A parent told us; 'Natalie is great and really attentive to children.'

Families provided healthy lunches and snacks for their children. At lunchtime, the childminder plated the child's food, and they sat together at the dining table. The childminder promoted manners and supported the child well to be independent as they gently encouraged the child to try all their food. This resulted in the child experiencing a relaxed, calm atmosphere where they could eat and drink at a pace that was right for them. The childminder was aware of how to manage allergies and prepare foods to prevent young children from choking. This contributed to keeping children safe. We asked the childminder to consider how they offer more choice to children at mealtimes.

The childminder demonstrated a knowledge of safe personal care. They used a changing mat, appropriate personal protective equipment (PPE) and gently talked the child through their personal care routine. The childminder effectively supported the child to wash their hands following their nappy change. This contributed to them feeling secure and minimised the spread of infection.

The childminder confidently told us how they would respond should they have concerns about a child's wellbeing and welfare. They were knowledgeable on the use of chronologies. This meant if needed, the childminder would help ensure children got the right support at the right time. The childminder understood her role in protecting children which kept them safe from harm.

At the time of our visit, no children attending the service required medication. We reviewed medication paperwork. We asked the childminder to ensure that expiry dates of any medication brought into the service is clearly recorded on the medication form. This would support the childminder further to safely administer medication.

Quality indicator 1.3 Play and learning

The child was very engaged in their play as resources were interesting, stimulating and captured their interests. They sat with us at the dining table and practiced their mark making with different coloured pens and happily played a fun colour recognition game. The childminder used supportive interactions and effective questioning to provide further challenge which helped the child to widen their thinking and deepen their learning.

The childminder was playful in their interactions with the child. There was lots of fun, laughter and singing. The childminder skilfully repeated words and waited, giving the child time to respond to their questions. They attentively listened to the child and gave them opportunities to make their own decisions around their play and learning. This approach contributed to children feeling valued, and respected.

The childminder effectively engaged families in their children's learning by sharing experiences through a digital platform, including videos that captured achievements. For example, we watched a video of a child successfully naming and matching colours. Informal discussions with families further supported communication about children's progress. Additionally, an age and stage checklist form demonstrated the childminders commitment to tracking children's overall development. We asked the childminder to enhance this approach, by identifying more focused next steps for each child and incorporate these into their personal plans. This would help support the childminder further with monitoring and reflecting on children's learning and contribute to children reaching their full potential.

Children went on daily walks with the childminder and played outside in a large green space to the back of the property. This helped them to be connected to their local community. We suggested the childminder consider attending some community groups and meet with other childminders. These experiences would help promote children's social skills and connections to their wider communities.

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 benefitted from a homely environment that was well furnished, comfortable, and offered lots of natural light. There was a dedicated space in the lounge which allowed the child to choose from a wide range of fun and educational games, books, a small wooden kitchen and cause and effect toys. They also had access to a larger playroom where the older children would play and rest on soft furnishings. The carefully considered layout enabled the child to confidently move around the childminders home and play in a space where they felt comfortable.

The child played contently throughout the inspection. Choosing resources of interest from a well organised and inviting space. There was a good provision of loose parts, natural and real-life experiences. We asked the childminder to continue to build on these high-quality resources to further support children's curiosities and imaginative play.

Children benefitted from developmentally appropriate spaces as the childminders home was well resourced and maintained both indoors and outdoors. Risk assessments ensured that children's safety was promoted as potential risks had been minimised.

Children's health and wellbeing was promoted as good infection prevention and control measures were in place. For example, the home was clean and tidy, and the children and childminder wore indoor shoes. The childminder told us they sometimes used wipes to clean younger children's hands. We advised best practice was to support younger children to wash their hands when sinks were available. This would help ensure the spread of infection was minimised further.

We asked the childminder about sleeping arrangements. They told us they had permissions from families and younger children slept in prams. We acknowledged families wishes, however, we discussed with the childminder the benefits of offering children a more comfortable and safer sleeping surface and environment. Additionally, we asked that a risk assessment of children's sleeping arrangements be developed. This would help identify any potential hazards or risk and contribute to keeping children safe.

The childminder understood the positive impact that outdoor play had on children's overall wellbeing. The garden was accessible from the playroom, fully enclosed and secure. A larger play structure and a tyre swing in the green space behind the garden meant children experienced physical and active play which helped promote their larger motor skills.

The childminder was aware of keeping children and families' personal information confidential. They secured paperwork safely within their home and recently registered with the Information Commissioner's Office (ICO). The childminder told us this membership had enhanced their knowledge and skills on keeping everyone's personal and digital data safe and protected.

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 improvements are led well

The childminder had aims and a vision for the service. They ensured these were shared with families and reviewed annually. This meant they reflected children's and families' preferences and wishes, and everyone knew what to expect from the service.

The childminder was well organised and had folders of information and records they wanted to show us. A basic improvement plan and quality assurance calendar was in place to support the childminder with annual reviews of paperwork. The childminder understood the importance of continually improving their service and had started to reflect on their service. This was in the early stages, and they recognised there was scope to further develop a more formal approach to self-evaluation. We suggested they consider what was working well and what could be improved. An action plan with identified improvement priorities would help the childminder reflect and record their progress with developments. To assist them we signposted the childminder to our publication 'Self-evaluation for improvement - your guide' available on our website.

The childminder gathered the views of older children attending the service. They were asked what activities they liked and what could be better. Families' views and opinions were gathered informally through daily discussions and on a digital platform. A parent told us; 'Natalie always asks for our opinions and makes you feel heard.' We asked the childminder to consider a more formal system which would help families contribute in a meaningful way and support them to influence positive change.

The childminder engaged well with the inspection process and was open and honest about the service they provided. We found they were responsive to our suggestions and eager to further develop their current systems to improve outcomes for children and families.

How good is our staff team?

5 - Very Good

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

Quality indicator 4.1 Staff skills, knowledge, and values

It was evident the childminder was fond of the child in their care. We saw the child received warmth and compassion through spontaneous cuddles, and nurturing interactions to which the child affectionately reciprocated. This demonstrated their strong bond and positive relationship. As a result, the child was happy, settled and having fun as their emotional security and wellbeing needs were being met.

The childminder was conscientious and committed to providing high quality outcomes for children and families. The childminder had a professional qualification and a very good understanding of child care and development. They kept their knowledge up to date with developments in the early years by reading publications from the Care Inspectorate and The Scottish Childminding Association (SCMA).

The childminder ensured their skills in first aid and child protection were refreshed regularly. Self-directed reading and research in areas of practice that interested the childminder meant they could confidently speak about recent learning. For example, 'Autism Awareness, Early Years Environments and Understanding Allergies' training had enabled them to improve their practice and review and amend some of their policies and procedures. This demonstrated a dedication to their continuous professional development and supported the childminder to meet children's needs. To further enhance their reflective practice, we encouraged the childminder to record the impact of their learning on the service and outcomes for children. This would help them identify any future training needs.

The childminder had developed trusting and positive relationships with children's families. One parent told us; 'Nothing could be better, Natalie is great' and 'The children are very safe at Natalie's.'

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

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