

Lesley Hardie Child Minding

Tranent

Type of inspection:
Unannounced

Completed on:
7 July 2026

Service provided by:
Lesley Hardie

Service provider number:
SP2006962423

Service no:
CS2006139490

About the service

Lesley Hardie operates their service from their family home in Tranent, East Lothian. They are registered to provide a childminding 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 childminders family.

On a Tuesday and Thursday between the hours of 8:30am and 1:00pm a care service may be provided 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 four are not yet attending primary school and of whom no more than one is under 12 months. Numbers are inclusive of children of the childminders family.

Children have access to a playroom, and supervised access to the kitchen, dining room, enclosed back garden and toilet facilities. The service is close to green spaces, schools and nurseries and can be reached by public transport links

About the inspection

This was an unannounced inspection which took place on 6 July 2026 between 9:15 and 11:00. This 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 and complaints information, information submitted by the service and intelligence gathered throughout the inspection year.

To inform our evaluation we:

- spoke to and spent time with two children using the service
- received one completed questionnaire from families
- spoke with the childminder
- assessed core assurances, including the physical environment
- observed practice and daily life
- reviewed documents

As part of our inspections, we assess core assurances. Core assurances are checks we make to ensure children are safe, the physical environment is well maintained and that a service is operating legally. At the time of this inspection, improvements were identified relating to core assurances. We have reported where improvement is necessary within leadership heading

Key messages

- The childminder knew the children well and used this knowledge to provide care that met their individual needs, interests and routines.
- The vision, values and aims of the service should be reviewed and updated to ensure they accurately reflect the service provided and help families understand what the service offers.
- The childminder should begin using self-evaluation processes to identify strengths, areas for improvement and support ongoing service development.
- Personal plans should be updated to include individual strategies and reviewed regularly to ensure they reflect children's changing needs and development.
- The childminder should use best practice to ensure safe sleep procedures were consistently followed to promote children's health, safety and wellbeing.

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

Leadership	3 - Satisfactory / Adequate
Children play and learn	4 - Good
Children are supported to achieve	3 - Satisfactory / Adequate

Further details on the particular areas inspected are provided at the end of this report.

Leadership 3 - Satisfactory / Adequate

We evaluated this heading as satisfactory/adequate where strengths just outweighed the weaknesses.

Quality indicator: Leadership and management of staff and resources

The childminder aimed to provide care that engaged children and supported their emotional, social and intellectual development. However, the service's written vision, values and aims had not been reviewed for sometime. The childminder agreed to review and further develop vision, values and aims that accurately describe their service and approach to childcare. This would help families understand what the service offers, what is important to the childminder and how children will be cared for, supported and encouraged to learn and develop.

The childminder demonstrated a commitment to partnership working and ensured that the views of children and families were central to the development of the service. Daily communication at drop-off and collection times, along with ongoing contact through the service's WhatsApp group, provided opportunities for families to share their views and feedback. The childminder reported that they valued the contributions of children and families and used this feedback to inform change and improve outcomes. A parent confirmed that they felt meaningfully involved in the development of the service and told us "always great at communicating, feel secure leaving my child with the childminder".

The childminder's self-evaluation processes were informal. She advised that she was planning to further develop her paperwork and recording systems. It was discussed that "A Quality Improvement Framework for the Early Learning and Childcare Sectors: Childminding (Care Inspectorate and Education Scotland, 2025)" could be used to support and structure self-evaluation activities and improvement planning. This would help the childminder to identify strengths and areas for development, evidence improvements made, and support positive outcomes for children and families through ongoing service improvement (**area for improvement 1**).

Due to the young age of the children attending the service, the childminder did not formally seek their views. However, children's preferences were considered in day-to-day decision-making which included choosing destinations and activities. The childminder could review the service to ensure children had a balanced routine, with sufficient opportunities to rest, play and engage in experiences within the home environment.

Quality assurance processes had not identified gaps within the childminding provision. These included the need to update some policies and procedures to reflect current Care Inspectorate details, ensure the most up-to-date registration certificate was displayed, and add review dates to personal planning, policies and risk assessments. The childminder agreed to develop a more systematic quality assurance approach that was informed by best practice guidance. This would help ensure that records and documentation remain accurate and up to date and contribute to positive outcomes for children through the ongoing improvement of the service (**area for improvement 1**).

Areas for improvement

1. To improve outcomes for children and support ongoing improvement, the childminder should develop self evaluation and quality assurance processes. These should identify what is working well in the service and what needs developed. The childminder should become familiar with best practice guidance and use this to support them to reflect and plan for continuous improvement.

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

Children play and learn 4 - Good

We evaluated this quality indicator as good, where there were important strengths within the setting's work and some aspects which could benefit from improvement.

Quality indicator: Playing, learning and developing

Positive interactions were observed during the inspection. The childminder demonstrated that children were valued by engaging at their level and showing genuine interest in their play. We observed the childminder down at children's level and responding to children requests to play with particular resources.

There were a range of resources and play materials available within the childminder's home. Children had access to dolls, cars, matching games and a toy kitchen that supported their interests and engagement in play. The childminder provided experiences both indoors and outdoors, which helped children learn through play and exploration. Moving forward, the childminder could expand the range of open-ended resources available to further support children's creativity, imagination and problem-solving skills. Natural materials could also be incorporated into play opportunities to enrich children's learning experiences.

Children explored the local community and wider environment every day. These experiences broadened their understanding of the world, supported their health and connection with nature. Trips to parks and green spaces supported safe risk taking and problem solving. A parent told us "My child gets to be outdoors daily" and "My child gets to experience the outdoors which is important to me as a mum".

Planning was informal, and the childminder adapted activities according to children's interests, preferences and feelings on the day. This approach provided flexibility and allowed children to engage in experiences that reflected their current interests. Parents were kept informed about their child's experiences through regular conversations at drop-off and collection times. This helped maintain communication between the service and families regarding children's time in the childminder's care. Moving forward, the childminder could develop a planning system that demonstrated the skills children were developing, supported the identification of appropriate next steps and evidenced the progress they were making in their learning and development.

Children are supported to achieve 3 - Satisfactory / Adequate

We evaluated this heading as satisfactory/adequate where strengths just outweighed the weaknesses.

Quality indicator: Nurturing care and support.

There were two young children present on the day of the inspection who were very happy and relaxed in the care of the childminder. They had secure attachments with the childminder who was very responsive to their individual needs. Children experienced warm, caring and nurturing approaches which supported positive outcomes. A family commented "Although my child doesn't talk yet, visibly you can see they enjoy going to the childminders house".

Children were well supported, and the childminder demonstrated a good knowledge of each child's individual likes, dislikes, achievements and progress. This helped ensure children's routines, needs and personalities were reflected in practice and promoted an environment where they felt safe, secure and valued. The childminder provided individualised settling-in and transition arrangements, that gave parents opportunities to stay and play with their child while relationships were established. Information gathered during these sessions was recorded in children's care plans and 'All About Me' documents. Parents strongly agreed that they were involved in their child's personal plan. Personal plans could be further developed to include individual strategies and be reviewed regularly to provide a more detailed picture of each child's needs, interests, development and progress **(area for improvement 1)**.

Children experienced mealtimes both within the childminder's home and during outings. The childminder advised that children often ate packed lunches while on outings. Packed lunches were provided by parents, with some snacks provided by the childminder. The childminder should consider best practice guidance around mealtimes and include creating opportunities for children to sit together at a table and enjoy a more relaxed, family-style dining experience that promotes social interaction and independence.

At the time of the inspection, no children were receiving medication. However, appropriate medication procedures and documentation were in place and reflected current best practice guidance. This supported the safe and effective administration of medication should the need arise.

The childminder advised that children who required sleep generally did so in the car when returning from outings. No travel cots or sleep mats were available within the setting. The childminder should consider how children's individual sleep routine could be met in line with best practice guidance. A review of sleep arrangements and the sleep policy would support this **(area for improvement 2)**.

Children experienced positive support for health and hygiene. The childminder promoted handwashing at key times, this supported children to develop good hygiene routines. At times some alternative approaches were observed such as the use of a cloth to wipe children's hands before eating. We discussed the need to prioritise handwashing where possible. The childminder demonstrated a commitment to embedding best practice. The childminder's home was clean and well maintained and cleaning schedules were in place to support a hygienic environment. As a result, children's health and wellbeing were supported.

Areas for improvement

1. To support children's wellbeing the childminder could further develop all personal plans to ensure that are meaningful, working documents that support children's care and include strategies of support and progress made.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'My personal plan (sometimes referred to as a care plan) is right for me because it sets out how my needs will be met, as well as my wishes and choices' (HSCS 1.15).

2. The childminder should review safer sleep practices and develop a policy and procedure to align with safer sleep best practice guidance.

This is to ensure that care and support is consistent with the health and social care standards (HSCS) which state that: 'I experience high quality care and support based on relevant evidence, guidance and best practice' (HSCS 4.11).

Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at www.careinspectorate.scot.

Detailed evaluations

Leadership	3 - Satisfactory / Adequate
Leadership and management of staff and resources	3 - Satisfactory / Adequate
Children play and learn	4 - Good
Playing, learning and developing	4 - Good
Children are supported to achieve	3 - Satisfactory / Adequate
Nurturing care and support	3 - Satisfactory / Adequate

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