

Braid, Pamela Child Minding

Roslin

Type of inspection:
Unannounced

Completed on:
29 September 2025

Service provided by:
Pamela Braid

Service provider number:
SP2003905954

Service no:
CS2003012229

About the service

The childminder is registered to care for a maximum of 8 children under 16 of whom a maximum of 6 will be under 12 of whom no more than 3 are not yet attending primary school and of whom no more than one is under 12 months.

The childminding service operates from the childminder's home in Roslin, Midlothian. Children had access to the living room, playroom/conservatory, kitchen and toilet, all of which were on the same floor. The garden was directly off the conservatory allowing children to have free access to play outdoors as they wished. The childminder's home is near local amenities, including schools, shops and parks.

About the inspection

This was an unannounced inspection which took place on Wednesday 9 September 2025 between 14:45 and 15:45 and Monday 29 September 2025 between 11:30 and 13:10. The inspection was carried out by two inspectors 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 two children using the service
- reviewed on line questionnaires from five families
- spoke with the childminder
- observed practice and daily life
- reviewed documents.

Key messages

- Children experience warm, nurturing care where they were valued and loved in a warm, homely environment.
- Relationships are highly positive, with families consistently highlighting kindness, compassion and genuine care.
- The environment is homely, welcoming, safe and clean, offering both rest and active play.
- Families hold the childminder in very high regard and repeatedly expressed how lucky they feel to have her care for their children.
- Policies needed updating to ensure practice was up to date and in line with legislation and best 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?	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 experienced warm, nurturing relationships which supported them to feel safe, secure and valued. The childminder had cared for some families for many years, creating long term attachments and trust. Stories were shared of continuing connections with children into adulthood, such as being invited to special occasions of someone who had been in her care from a baby. A family described the importance of the childminder's presence in their child's life as they told us, "She's a constant figure in my child's life and someone who is very important to us". The childminder spoke with genuine warmth about the bonds they had formed with families and took pride in creating a home from home environment where children and their families felt valued. Children shared their affection too, with one commenting, "I like her hair and her smile".

Families consistently described the childminder as warm, nurturing and highly responsive to children's needs. Families felt their child was treated as an individual and valued for who they were. One family told us, "We are so grateful to have Pam. Her caring nature and lovely personality have such a huge impact on us all. She genuinely feels like one of the family". These comments highlighted the nurturing and respectful relationships the childminder had established with children and families.

We observed relaxed and affectionate interactions. Years of experience meant the childminder had developed a deep understanding of how to nurture children and respond to their needs. Children were clearly at ease in the homely and calm atmosphere, chatting to us about their interests and what they enjoyed doing at the setting. They told us they liked to draw, play games and spend time in the garden. They described the childminder as, "nice" and "like going to granny's", demonstrating a sense of belonging. Families spoke of trusting relationships that provided reassurance, with one saying, "When in her care, I know my child is safe, secure and nurtured, which is a huge weight off for us".

The childminder knew the children well as individuals and was able to describe their personalities, preferences and routines, responding sensitively to their moods. However, personal plans had not been updated for a number of years, meaning important information about children's current needs was not being formally recorded or reviewed with families. We discussed the importance of updating these and encouraged the childminder to prioritise this.

Following our first visit, we were reassured to see that the childminder, in partnership with families, had updated personal plans, reflecting the childminder's willingness to strengthen practice.

Overall, children benefited from nurturing and trusting relationships. They were cared for by someone who knew them well, valued their individuality and provided a safe and homely space where they felt loved and respected.

Quality indicator 1.3: Play and learning

Children attended the setting before and after school and experiences were tailored to suit these times. The

childminder ensured that activities were flexible, balancing energetic play and quieter opportunities for children after a school day. Families felt their child could be active or rest as needed, saying, "Pam's house is equipped to allow my child to be active or rest as required".

Years of experience meant the childminder had developed a strong understanding of how to balance fun, relaxation and learning in a way that was meaningful. Children benefited from a balance of play and relaxation both indoors and out.

The childminder created an environment where children could follow their own interests, contributing to learning and enjoyment. Families explained that their children were encouraged to explore their interests, such as puzzles, colouring and Pokémon cards. Children had access to a garden with playhouse for imaginative play and scooters. Families highlighted that children also enjoyed daily walks to school and regular visits to the park.

Indoor play offered board games and creative materials, supporting social skills, problem solving and creativity. Children's voice was important, for example one child spoke about bringing a console from home to play at the setting, reflecting responsiveness to individual interests. Families valued how the childminder listened to children and planned experiences in partnership with families. One child's experience was described as very personal with a family sharing, "My child's experiences with Pam are co-planned. She knows my child's interests and often takes them for lunch in the local tearoom or trips to the park. They enjoy spending time simply chatting with her". Children told us they liked to draw, playing catching games, being in the playroom, playing the floor is lava in the living room and spending time outdoors. One family said, "Pam supports my child's needs well, including encouraging their learning and being conscious of their emotional needs. She promotes their strengths and feeds back regularly".

Overall, children benefited from engaging in, enjoyable and varied play and learning opportunities that supported their wellbeing and development.

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 created a homely, family environment where children felt included and respected. Families appreciated this, with one telling us, "My child feels at home when they are with the childminder and knows that Pam really cares for them". Children's rights were respected and promoted. They were treated with dignity and kindness and their voices were heard in decisions about their care, play and learning.

Families felt the childminder's home was clean, safe, comfortable and well equipped, providing children with a homely but stimulating environment. Good hygiene and infection prevention practices were also in place. Children were reminded to wash their hands regularly, particularly before eating or after using the toilet. We saw that surfaces were clean, and appropriate cleaning routines were followed throughout the day. These simple but important routines helped keep everyone healthy and supported children to develop good hygiene habits. Families commented, "The house is always very clean and tidy" and "Pam's house is always clean and safe, we have no complaints".

Toilet and kitchen areas were close to the main play spaces, which made them easy for children to access with just the right amount of support. This setup helped encourage children's independence, for example when using the toilet or washing their hands, while also making sure the childminder could stay nearby to offer gentle reminders or reassurance.

The home itself felt calm and nurturing. It was warmly decorated, with soft furnishings like rugs and cushions that made play spaces cosy and comfortable. We saw children choosing to play on the floor, drawing or sitting having a chat with us and the childminder showing they felt at home and secure in their surroundings.

Overall, the environment provided by the childminders supported children's safety, comfort and development.

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 was committed to providing the best possible care and wanted families to feel like they were "coming to their granny's". Families felt confident that the setting was well organised and responsive. They highlighted the childminder's professionalism, clear communication and ongoing reflection. A family told us, "Pam greets you with a smile and a handover at pick up to tell you about their day, which is really nice".

The childminder had built warm, trusting relationships with families, which meant communication was open and respectful. They used regular, informal chats with children and families to reflect on how things were going and make any changes needed. Although they didn't use formal self-evaluation tools, this ongoing dialogue helped them keep things running smoothly and responsively. Families consistently described the childminder as approachable, reliable and flexible, telling us, "Excellent communication and trust. She genuinely cares for the children and makes them feel so special and welcome". Another noted the importance of consistent updates, as they told us, "Pam cares about all their milestones and likes to know about their successes in all areas of life".

At the time of our first visit, policies were out of date, with some still referring to the former Care Commission. We were encouraged that, following the inspection, the childminder developed a child protection policy to support safeguarding practice. However, several other key policies needed to be updated or developed to reflect current best practice. In particular, but not restricted to, policies on medication, data protections (GDPR) and complaints were essential to support children's safety and wellbeing. Ensuring these, along with other relevant policies, are in place would provide families with clear, accurate information and support consistent, safe practice (see area for improvement one).

Moving forward the childminder needed to ensure that children's personal plans were reviewed at least every six months, or sooner if needed, to reflect changes in their care, development and wellbeing. This would ensure that all children's needs were consistently met and to support effective planning and communication with families.

Some positive steps had been taken such as obtaining a register for record keeping. The childminder had

planned to begin to use the new quality framework to support self-evaluation. We encouraged making self-evaluation meaningful by identifying strengths and areas for improvement, rather than seeing it only as preparation for inspection.

Areas for improvement

1. To keep children safe and promote their wellbeing, the childminder should update and develop their policies so they reflect current best practice and legislation and support consistent and safe practices.

This is to ensure that care and support is consistent with 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).

To support this improvement, the childminder should refer to guidance 'Registering and running a childminding service: what you need to know' (Care Inspectorate, 2024).

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

The childminder was calm, kind and genuinely cared about the children they looked after. Their warm approach helped children feel safe, settled and confident. We saw them offering cuddles, encouragement and praise, helping children feel valued and understood. Interactions were relaxed and fun. When we described our work and evaluations, one child affectionately rated the care as "156 out of six" and another saying "infinity", highlighting the warmth and respect in the relationship.

The childminder's values focussed on providing a homely, family style setting for children to feel safe, secure and respected. Years of experience in caring for children, brought significant value to the quality of care. The depth of experience supported confidence in understanding children's stage of development, in recognising when they needed comfort and in creating long-lasting relationships with families.

Families praised the childminder's skills, compassion and genuine love for their work. They felt the childminder went above and beyond to provide high-quality care. One family said, "Our childminder is one in a million and a place I feel happy sending my child. Another reflected, "Pam has been fantastic and feels like a member of the family. She really cares about each child individually". Families also commented on the sense of trust and respect they felt, saying, "Pam is responsible, kind and generous. We feel very lucky that our child can enjoy going to her house".

Training in child protection had not been undertaken for some time. The childminder acknowledged that confidence in responding to a child protection concern would be limited. Soon after our inspection, the childminder used the Care Inspectorate Hub to source training in child protection which they were due to attend the same month. This demonstrated a positive response to feedback and a commitment to developing their knowledge. Strengthening their understanding of child protection will support the childminder to respond appropriately to concerns, helping to keep children safe and protected from harm.

The childminder kept up to date with developments in early learning and childcare by regularly reading Care Inspectorate updates and using the Scottish Childminding Association (SCMA) resources. Although there wasn't yet a formal system for evaluating practice or planning professional learning, the childminder was open to feedback and acted quickly on advice. We encouraged the childminder to develop more regular ways to reflect on their work.

Overall, the childminder's kind and respectful approach, their positive relationships with children and families and their willingness to learn contributed to a good quality of care. Continuing to develop their reflective practice and professional learning would help strengthen their work and ensure even better outcomes for children.

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

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