

# Stockbridge Childminding Child Minding

Edinburgh

**Type of inspection:**  
Unannounced

**Completed on:**  
8 October 2025

**Service provided by:**  
Svenja White

**Service provider number:**  
SP2023000231

**Service no:**  
CS2023000349

## About the service

Stockbridge Childminding provides a childminding service from their ground floor property on a residential street in the Stockbridge area of Edinburgh.

The childminder is registered to provide a care service to a maximum of six children at any one time up to 16 years of age:

- of whom no more than six are under 12 years;
- of whom no more than three are not yet attending primary school and;
- of whom no more than one is under 12 months.

Numbers include the children of the childminder's family/household.

At the time of our inspection, three children were registered with the service.

The service is close to local primary schools, shops, parks, and other amenities.

The children are cared for in the lounge with use of the kitchen/diner and bathroom. Children also have access to a small front garden.

## About the inspection

This was an unannounced inspection which took place on 6 October 2025 between 13:55 and 14:50 and 15:55 and 18:00.

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 registration information and information submitted by the service and intelligence gathered throughout the inspection year. This was the service's first inspection since registration.

To inform our evaluation we:

- Spent time with three children using the service and spoke with one parent onsite;
- received two completed questionnaires from families;
- spoke with the childminder;
- assessed core assurances, including the physical environment;
- observed practice and children's experiences; and
- 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 the headings: Leadership and Children thrive and develop in quality spaces.

During this inspection we 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:

- Staff deployment;
- safety of the physical environment, indoors and outdoors;
- the quality of personal plans and how well children's needs are being met; and
- 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 respectful and nurturing relationships that supported their overall wellbeing and development.
- A warm welcoming ethos was evident in the childminder's interactions and engagement with children and parents.
- Children were cared for in a clean, comfortable, and homely service.
- Children took part in a variety of well-planned outdoor experiences and social activities that helped them learn.
- To enhance children's opportunities, the internal play space would benefit from further resources and provocations. Introducing open-ended materials could inspire children's ideas and spark imaginative play.

## 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	4 - Good
Children thrive and develop in quality spaces	4 - Good
Children play and learn	4 - Good
Children are supported to achieve	4 - Good

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

**Leadership** 4 - Good**Quality indicator: Leadership and management of staff and resources**

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.

The vision, values and aims for the service were reflected in the care provided. A warm welcoming ethos was evident in the childminder's engagement with children and parents. This supported parents and children to feel confident and at ease. A focus on outdoor experiences met with the aims of the service and parent's preferences. When asked about the most positive aspects of the service, one parent said, "Our childminder's demeanour, the types of activities they provide, and the thought they put into the weekly schedule are very much appreciated by both me and my child."

The aims of the service were shared with parents in the welcome pack and through ongoing communications. This helped parents to know what to expect for their children and the service provided. Moving forward, the childminder could consider ways to further support children to be involved in influencing the service. For example, using photos to help them make choices and developing the recording of experiences to allow them to discuss their time at the service could support this.

The childminder valued strong relationships and regularly asked parents for feedback to improve the service. Families shared their ideas and feedback through online messages and daily conversations. A yearly questionnaire gave parents time to reflect and helped the childminder understand how satisfied parents were. These approaches supported the childminder to understand the needs of families and make improvements.

The childminder was using some informal tools such as peer support and online platforms to gather ideas for activities. This supported children to have varied and interesting experiences.

The childminder used informal reflection to improve the service and meet children's needs. For example, they were considering the plan and pace of the afternoon sessions to better suit all children. This showed they were thinking about how to make the service work well. To strengthen the approach to continuous improvement, the childminder should engage further with good practice guidance and learning opportunities to inform developments. For example, using best practice documents such as *Realising the Ambition* (Education Scotland, 2020) and *Growing my potential* (Care Inspectorate, 2023) could support the childminder to further develop the experiences for the youngest children.

The childminder supported children's wellbeing by completing essential training in first aid and child protection. They demonstrated a clear understanding of how to recognise, record and report concerns. We discussed that the childminder should update their child protection policy to clearly outline which lead agencies to contact for advice or referrals. This is to avoid delays in the childminder accessing support.

## Children thrive and develop in quality spaces 4 - Good

### Quality indicator: Children experience high-quality spaces

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.

Children were cared for in a clean, comfortable, and homely service. The childminder used the space and resources well to create a welcoming and supportive environment. To further support the varying needs of all children, the childminder could consider developing an added cosy, quieter area within the main play space to enhance opportunities for solo play and relaxation.

The homely environment helped children feel safe and cared for. Furniture and toys supported children's preferences and allowed them to play freely. The range of toys and resources available met children's varying needs, abilities, and interests. Expanding the range of free play resources could give children even more opportunities to explore and learn. For example, the childminder changed toys throughout the day, but developing a space where children could self-select new materials could enhance play opportunities and support independence.

Effective infection prevention and control practices such as regular handwashing and appropriate use of personal protective equipment were in place. These practices limited the spread of germs and promoted children's wellbeing.

Children had a range of outdoor experiences, which promoted their wellbeing. They were enabled to explore their local community and the wider world around them. The childminder supported children's safety by encouraging good practices when out in the community and crossing roads. This promoted children's safety and enabled them to learn about keeping safe.

The childminder was alert to children's safety and the security of the service. Effective supervision within the home and front garden enabled the childminder to respond to children's movements and needs. However, the lock on the gate in the front garden was not always secure. To ensure children are as safe as possible, the childminder should address the effectiveness of the lock and update the service risk assessment to fully cover the garden areas in use.

Children's personal information was respected and protected. The childminder had an organised and safe approach to communicating with families and storing children's personal data. Effective record keeping systems were in place. This meant the childminder had the information needed to keep children safe, healthy and nurtured.

## Children play and learn 4 - Good

### Quality indicator: Playing, learning and developing

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.

The childminder had a good understanding of how young children learn and grow. This helped create interesting and fun play opportunities, especially in the local area and beyond. Children took part in a variety of well-planned outdoor experiences and social activities that helped them learn. For example, spending time with other children, visiting local nature spots, and trips to the museum enabled them to build social skills and explore the world around them. One parent said, "Our childminder provides an exceptional variety of daily activities allowing our child to flourish."

Play experiences in the childminder's home were a balance of free play and adult-led activities. This meant children's choices were respected and their interests were nurtured. During the inspection, children engaged in construction play, storytelling, and mark-making activities, all of which were enjoyed. Children were enabled to explore and learn as the childminder engaged with them and modelled play. They received lots of praise and encouragement during these interactions, supporting a sense of nurture and achievement. Planned experiences such as painting and baking, further supported their creativity and skills development. To enhance children's opportunities to make decisions and deepen their interests, the internal play space would benefit from further resources and provocations. For example, introducing open-ended materials could inspire children's ideas and spark imaginative play. Expanding the range of resources available could further encourage children's exploration, promote their ideas, and enhance learning opportunities.

Attentive interactions and a sensitive approach to conversations supported children's communication and language. For example, the childminder wondered aloud with children and gave them time to respond to questions and discussions. This approach helped to foster children's vocabulary and build their confidence in communication.

Planning approaches were informal with a focus on seasonal experiences and community activities. Daily plans were shaped by what the children liked and their stage of development. This meant children enjoyed a range of fun and interesting experiences that were meaningful to them. One parent commented, "Our childminder clearly thinks about the activities and experiences they provide to make sure they are interesting and developmental."

There were opportunities to further develop the approach to observation and assessment to further enhance children's play, learning and development. The childminder observed children at play, spoke with parents and took photos to understand each child's needs and progress. Moving forward, the childminder should develop the approach to recording observations so they can be used to support, challenge and extend children's learning. Within observations the childminder should consider children's next steps. This is to support the childminder to track and plan for children's progress over time.

## Children are supported to achieve 4 - Good

### Quality indicator: Nurturing care and support

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.

Children benefitted from respectful and nurturing relationships that supported their overall wellbeing and development. Care was responsive and familiar for children due to the childminder's warm and calm approach. One parent told us "Our childminder's attitude is calm and optimistic, which is perfect for working with young children."

Transitions into the service and throughout the day were sensitively managed. For example, cuddles and comfort were offered as children woke, helping them to feel loved and secure. Children were prepared for different parts of the day such as school collection and home time, with gentle conversations about what was happening next. This supported children to feel at ease and included in the pace of the day.

The childminder had developed strong connections with families, creating a warm and welcoming environment for children and parents. The home from home experience provided was valued by families. Regular communication with families through daily updates and written feedback supported parents to be included in and informed about their child's care. One parent said, "The childminder is kind, caring and has strong communication with us."

Mealtimes were a relaxed and social experience. Children engaged in conversations about their day and what they enjoyed. This helped to promote strong connection and created a warm, homely atmosphere. Food provided by the childminder aligned with good practice guidance, supporting children's health and wellbeing. To further enhance mealtime experiences, the childminder could provide further opportunities for children to explore independence and develop their self-help skills. For example, they could reintroduce the pouring of their own drinks and provide further opportunities for them to be involved in preparing some foods.

Children were rested and comfortable as the childminder followed their cues for rest and comfort. Preferences and routines from home were followed creating a sense of familiarity and promoting children's wellbeing. The childminder was aware of safe sleep practices. At times, children did sleep in their buggy when out, but the childminder explained how they adapted their sleep to a cot or mat where possible when at home.

Children's wellbeing was supported through effective personal planning approaches. Important information was gathered, which helped the childminder to meet children's needs and preferences. Plans were reviewed with parents, which supported them to understand the care provided and enabled them to have input into their child's care. We discussed how the childminder could further record parents feedback on their child's care during the review process. There were some strategies of support in place for children, and the childminder followed these to promote their wellbeing and development. For example, information about eating preferences and interests were used to inform care and experiences. To support children's progress, the childminder could consider evaluating these strategies of support over time and planning any relevant next steps for children's wellbeing and development. This could help ensure personal planning approaches support all children to reach their full potential.



## 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

Leadership	4 - Good
Leadership and management of staff and resources	4 - Good
Children thrive and develop in quality spaces	4 - Good
Children experience high quality spaces	4 - Good
Children play and learn	4 - Good
Playing, learning and developing	4 - Good
Children are supported to achieve	4 - Good
Nurturing care and support	4 - Good

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