

Florence, Judy Child Minding

Edinburgh

Type of inspection:
Unannounced

Completed on:
28 October 2025

Service provided by:
Judy Florence

Service provider number:
SP2004937892

Service no:
CS2003046479

About the service

Florence, Judy is a childminding service provided by Judy Florence. The service is provided from the family home in a residential area in the South of Edinburgh. Children have access to the lounge, kitchen, and bathroom. Children also have access to an enclosed rear garden for outdoor play. The service is close to local amenities including green spaces, libraries and local shops.

The service is registered to provide a care service to a maximum of six children under 16 years of age.

At the time of the inspection six children were registered with the service and there were six children in attendance.

About the inspection

This was an unannounced inspection which took place on 22 October 2025 between the hours of 14:40 and 17:10. We returned to complete the inspection 27 October 2025. 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 and observed children using the service
- received digital feedback using an online form from four families
- spoke with the childminder
- assessed core assurances, including the physical environment
- observed practice and daily life
- reviewed documents relating to children's care and development and the management of the service.

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, no improvements were identified relating to core assurances.

As part of this inspection we undertook a focus area. We have 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
- 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 experienced high quality outcomes because of a strong, shared vision, values and aims that focused on improvement.

Quality assurance and self evaluation approaches were leading to enhanced outcomes for children.

Children were highly engaged, having fun and motivated in a range of different play experiences.

High quality interactions and highly effective planning systems were leading to children making progress in their development and learning.

Strong partnerships with families, values based practice and links with the community and nursery enhanced nurturing care and support for all children.

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	5 - Very Good
Children play and learn	5 - Very Good
Children are supported to achieve	5 - Very Good

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

Leadership 5 - Very Good

Quality indicator: Leadership and management of staff and resources

We found major strengths in this aspect of the setting's work and identified very few areas for improvement, therefore, we evaluated this quality indicator as very good.

Children experienced consistently high-quality care and support, underpinned by the childminder's strong vision and clearly defined values. As a result, children were happy, safe, healthy, and confident, benefiting from a nurturing and emotionally secure environment. Families described feeling respected, well-informed, and actively involved in shaping the service, which contributed to a culture of trust and partnership. These outcomes were achieved through the childminder's values-led approach, which was embedded in daily routines, interactions, and decision-making. The childminder demonstrated a proactive and reflective leadership style, regularly seeking and acting on feedback to drive improvement. For example, children's interests directly influenced experiences in play and snack. Also, outings were planned based on children's preferences or through thoughtful observation of younger children's interests and developmental progression. Families consistently praised the childminder's experience and supportive nature, noting the positive impact of their input on developmental milestones and health matters for their children. Comments such as "regularly asks my opinion on what they could do more of" and "asks my opinion regularly on ways to improve" highlighted a leadership approach that was inclusive, responsive, and improvement-focused.

Children benefited from high-quality, responsive care and learning experiences tailored to their individual needs and choices. This was achieved through effective use of quality assurance processes and a strong commitment to continuous improvement. Policies, including a well-implemented 'participation policy,' were clearly reflected in daily practice, supporting inclusive family and child-centred decision-making. Regular reviews of policies, risk assessments, and personal plans ensured that the service remained dynamic and responsive to children's evolving needs. Purposeful self-evaluation, informed by national guidance and the views of children and families, directly influenced planning and practice. The childminder had also started to use the new Quality Improvement Framework for childminders (Education Scotland and Care Inspectorate 2025) to evaluate their service. These approaches resulted in a reflective and improvement-focused leadership style that prioritised children's wellbeing and learning and ensured the service kept up to date with sector developments.

The childminder had also contributed to wider improvement across the sector by collaborating and leading with other childminders to establish a local toddlers group. This meant they were extending the benefits of their practice to a broader group of children.

Children play and learn 5 - Very Good

Quality indicator: Children play and learn

We found major strengths in this aspect of the setting's work and identified very few areas for improvement, therefore, we evaluated this quality indicator as very good.

Children were deeply engaged, motivated, and joyful in their play as a result of the childminder's highly responsive, values based approach. They consistently acted upon individual children's cues, informed by a strong understanding of child development. This meant play experiences were meaningful and tailored to each child. Outdoor play at the park enhanced physical development, social interaction, and communication, with children actively involved in shaping their own play and learning. For example, children chose when to leave the park, and on the walk home, the childminder engaged in reflective conversations to gather their views on what they wanted to do next. These suggestions were acted upon, leading to children becoming absorbed in Halloween crafts. The home environment was thoughtfully resourced, with materials accessible at child height, promoting independence and choice. Children expressed themselves freely and engaged in extended play because creative resources were varied, inviting, and responsive to their interests. Families described the childminder's planning as exciting and adventurous, with one stating their child "loves the fun crafts and going on exciting adventures."

Children's learning and development was enriched through consistently high-quality interactions. The childminder skilfully interpreted children's interests and extended learning in warm and developmentally appropriate ways. For example, a younger child's exploration of the natural environment was sensitively supported through regular check-ins, vocabulary-building, and open-ended questioning. This deepened the child's sense of wonder and supported motor development and social play. A follow-up activity in leaf painting extended this interest, offering creative and further sensory stimulation. Interactions with older children were equally thoughtful and purposeful. Learning was enhanced through discussions about litter at the park, scaffolded writing and drawing experiences at home, and problem-solving during construction play. Life skills were embedded through conversations about road safety and other everyday experiences. Children's autonomy was consistently respected, allowing them to choose when to rest, eat, learn new skills, or consolidate learning at their own pace. Regular participation in toddler groups, 'stay and plays', Book bug sessions, and nature trails broadened learning and supported development across a wide range of areas. Families described their children as confident and well-connected within the community, attributing this to the childminder's approach.

Children's learning was extended through a reflective and child-centred approach to planning. Observations and patterns in play were used effectively to inform next steps. This meant experiences were meaningful, individualised and tracked to show progress over time. For example, outdoor experiences were planned around children's interests and developmental stages, which supported engagement and progression. Documentation showed that children's experiences were well planned and based on their interests and needs. This included personalised plans, activities they asked for, and progress tracked against their development and national wellbeing indicators (Scottish Government, 2014). The childminder aligned experiences with nursery themes to ensure continuity of learning and planned carefully to provide for smooth transitions into nursery and school. This supported children to feel emotionally ready and confident. They used a clear approach to support children's development, and this was consistently put into practice in their daily work. The childminder was highly responsive to emerging needs, working in close partnership with families to identify and address any concerns. Families described the childminder as "integral to their children's development," highlighting the positive impact of regular communication, milestone tracking, and collaborative planning. Children were meaningfully involved in leading their learning and supported to recognise and celebrate their successes over time.

Children are supported to achieve 5 - Very Good

Quality indicator: Nurturing care and support

We found major strengths in this aspect of the setting's work and identified very few areas for improvement, therefore, we evaluated this quality indicator as very good.

Children experienced warm, nurturing care that fostered wellbeing and security. One family said, "My child is loved and cared for in a homely environment that feels like an extension of our own family. They knows my child and understand them as well as a family member would."

Children were supported to express their needs confidently and were met with sensitive, respectful responses. The childminder adapted their approach to suit individual preferences, like engaging in one-to-one play or gently encouraging a child's growing confidence. These interactions promoted emotional resilience, self-esteem and social development.

Transitions were managed with care and predictability, helping children feel safe. Routines were embedded, with children confidently managing belongings and independently engaging in familiar processes like snack, toileting and preparing for outings. These also offered learning opportunities, including discussions around litter, road safety and independence. One family said the childminder, "is just a really nurturing caregiver. They show genuine interest in all the kids in their care, laughs with them, and provides safe boundaries that they all miraculously follow."

Snack times promoted healthy choices, social interaction and responsibility. Children helped choose snacks and were supported to share and consider others. Younger children were supported to cut their own fruit. While snack was nutritious and engaging, best practice around handwashing and sitting while eating should be consistently reinforced to maximise health and safety.

Children were kept safe through clear, regularly reviewed risk assessments embedded in practice. For example, children confidently followed familiar routines to the park or library. Environments were secure and well-maintained. Good infection prevention and control was observed in nappy changing and toileting, with privacy and dignity maintained.

Sleep routines were discussed with families and adapted to individual needs. Children were supported to rest when needed and felt comfortable saying when they were tired. This responsive approach helped children feel calm and settled. While the childminder followed families' wishes and understood safe sleep guidance, some children currently slept in buggies. This had been discussed with families, though best practice is to lie flat.

Children's wellbeing and development were supported through comprehensive and individualised personal plans. These were outcome-focused, regularly reviewed and informed by best practice frameworks such as national wellbeing indicators (Scottish Government, 2014). Observations were detailed and child-centred, with clear evidence of progress over time. For example, one child's communication and social development was carefully monitored and supported through planned experiences like Book bug, music, and circle time. The positive impact was clearly demonstrated during the inspection.

Plans reflected strong partnership working with families, who were actively involved in setting goals and reviewing progress. Parents felt well-informed and engaged. Daily diaries and regular conversations supported ongoing communication and collaboration. One parent said, "The childminder always take time to talk to us to learn the things that my child enjoys and the things we get up to as a family. This means they're aware when my child has special things happening in their life and can support that."

Children benefitted from emotionally secure relationships, rich learning environments and individualised support. Well-organised systems clearly supported children's wellbeing and development. One family said, "The childminder has been an absolute joy to find, and we feel extremely lucky to have them involved in the raising of our child. They have provided consistency and routine in times of stress at home and have provided us with support and guidance with parenting challenges along the way."

What the service has done to meet any areas for improvement we made at or since the last inspection

Areas for improvement

Previous area for improvement 1

The childminder should continue to develop all children's personal plan information taking into account the SHANARRI wellbeing indicators in consultation with parents. Where children have any identified allergies or medication needs, detailed information about this should also be clearly recorded along with the symptoms to be aware of and the stepped approach to follow. This information should be reviewed with parents at least once every six months and a record of this kept.

National Care Standards early education and childcare up to the age of 16:- Standard 3 - Health and wellbeing. Standard 6 Support and development.

This area for improvement was made on 29 August 2017.

Action taken since then

Personal plans were detailed, contained all relevant and appropriate information and were focused on development outcomes. Wellbeing indicators had been used to support observations and personal development plans were effectively tracking development and next steps. This area for improvement was met.

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

Leadership	5 - Very Good
Leadership and management of staff and resources	5 - Very Good
Children play and learn	5 - Very Good
Playing, learning and developing	5 - Very Good
Children are supported to achieve	5 - Very Good
Nurturing care and support	5 - Very Good

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