

# Amy's Childminding Service

## Child Minding

Aberdeen

**Type of inspection:**  
Unannounced

**Completed on:**  
27 October 2025

**Service provided by:**

**Service provider number:**  
SP2023000101

**Service no:**  
CS2023000152

## About the service

Amy's Childminding Service is provided from their property in a residential area of Aberdeen. The childminder is registered to provide a care service for a maximum of six children at any one time up to 16 years of age. Numbers are inclusive of the childminder's own children. Overnight care is not provided.

The service is close to the local primary school, parks, and other amenities. Children have access to the kitchen, family room, downstairs bathroom, and a fully enclosed garden.

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

## About the inspection

This was an unannounced inspection which took place on 27 October 2025 between 09:30 and 12:30. 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:

- spent time with children using the service
- received one response to our request for feedback from parents/carers
- spoke with the childminder
- observed practice and children's experiences
- 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, no improvements were identified relating to core assurances.

## Key messages

- Children experienced kind and nurturing interactions which supported their wellbeing.
- Children and their families experienced a welcoming and friendly service.
- Play experiences promoted children's interests and extended their learning.
- Children were encouraged to be independent and daily routines supported the development of their life skills.
- Positive relationships with families fostered trust and collaboration.
- The childminder was motivated to continue to develop the service.

## 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	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 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.

Children and families benefitted from the childminder having clear aims and objectives for the service. These were shared with families prior to children starting which supported them to know what to expect and reflected the childminder's daily practice. It was evident that care and support was child-centred, as the childminder recognised children's rights. Aims included: "I strive to ensure that the children are safe, nurtured, and most importantly having fun!" We discussed that as the service continues to develop, involving children and their families in reviewing the aims and objectives would help ensure they reflect and remain relevant to children's needs.

Effective communication supported children and families to be well informed about the service. The childminder had created clear, detailed policies which aligned with current best practice guidance to support parents' understanding of the service. The childminder involved children and their families in shaping the service through regular face-to-face conversations and sharing of key information. They were in the early stages of developing a more formal approach to gathering views by creating 'Talking Time' children's questionnaires. The childminder shared plans to implement this soon and was motivated to continue to gather feedback. Using feedback to inform decisions will strengthen collaboration and ensure the service continues to meet the needs and aspirations of those who use it.

The childminder had created a monthly reflection log to identify how their service promoted good outcomes for children. They were using this tool to self evaluate the evolving needs of the service, as well as identify any strengths and areas for development to support improvement. The childminder had identified through this process that recording formal observations of children could be further implemented. This would support them in planning for children's learning and development. They demonstrated a proactive approach by registering for upcoming observation training. This meant the childminder was well placed to continue developing the service and improving outcomes for children.

Children benefitted from the childminder actively maintaining and refreshing their professional skills and knowledge. Recent training, including first aid and child protection, supported the childminder's confidence in promoting children's safety. Policies were updated to align with current guidance and these updates were applied in practice, enhancing the quality of care and support children received. We discussed ways that best practice guidance could be further embedded, such as using 'A quality improvement framework for the early learning and childcare sectors: childminding' as a self evaluation tool. This would strengthen quality assurance and drive continuous improvement.

## 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 experienced a warm, welcoming, and well maintained environment that promoted independence and choice. The childminder arranged spaces thoughtfully to reflect children's interests and developmental stages, helping them feel valued. This inviting environment supported children to feel safe, confident, and engaged in their play.

Children were offered a variety of play resources to support and develop their learning. Resources were easily accessible, through drawers and boxes containing materials to promote different types of play. Toys and games were suitable for children's ages and stages of development and included construction kits, small world figures, and craft materials which were relevant to their current interests. Children advised they liked playing with the different toys provided. We highlighted the benefits of using some natural and real-life materials to enrich children's play experiences. This would further promote children's creativity and imagination and support deeper engagement.

The childminder implemented robust strategies to keep children safe. Risk assessments and daily safety checks for the home had been carried out and were recorded, ensuring any concerns were actioned promptly. Consideration was given to experiences to promote a safe environment. For example, the childminder replaced potential choking hazards with suitable alternatives for younger children. We discussed how the childminder could involve children further in risk assessing to support their understanding of keeping themselves safe.

Children's health and wellbeing was promoted through effective infection and prevention control practices. Children were supported to wash their hands at key points of the day, such as before eating and after using the toilet. We encouraged the childminder to consistently use an apron and gloves when carrying out personal care for children. This would further support children to be safe and well.

The childminder regularly reviewed the environment's quality and made improvements based on the children's interests and needs. Monthly reflections identified the need to continue to expand resources and play spaces. The childminder was dedicated to the development of the environment and had recently began actioning this, such as adding accessible drawers which promoted children's independence. This ongoing commitment to enhancing the environment ensures children experience high quality, engaging spaces.

## Children play and learn 5 - Very Good

### Quality indicator: Playing, learning and developing

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 benefitted from a childminder who had a clear understanding of how they learn and develop. They worked effectively with families to promote a partnership approach which supported children's wellbeing and development. One parent commented, "I have had a meeting with [the childminder] to go over how my child is getting on". Children's progress was tracked using a development milestone overview. This structured approach to monitoring children's progress enabled the childminder to tailor experiences to children's individual needs.

Regular updates of children's experiences were shared through digital messages and photos with families. These updates celebrated children's successes and supported families to be informed. The childminder

advised they were in the early stages of implementing a more structured approach to observations, to support them in identifying relevant next steps for children. This would strengthen the recognition and communication of children's learning and progression.

Children enjoyed play that reflected their interests. The childminder was responsive to these interests by creating a 'spotlight' area that encourages exploration at children's individual pace. They planned this area carefully to act as a provocation for learning and provided drawers with previous 'spotlight' resources so children could revisit these and build on past interests. A floor book with photos and drawings helped children reflect on previous experiences and supports the childminder in planning future activities that stimulated and challenged them.

Children were highly engaged in meaningful play. Through a balance of planned and spontaneous activities, children were able to further explore their interests. The childminder's approach to play extended children's learning through skilled interactions. They engaged in children's play consistently at their level and used effective discussions and questioning to promote their thinking. For example, during potion-making, children independently combined materials such as spaghetti, cocoa powder, vinegar, and food colouring. The childminder observed verbal and non-verbal cues to decide when to interact and when to step back, supporting predictions and exploration. The use of open-ended questions promoted children's sense of wonder. This approach, tailored to each child's age and stage, fosters independence, curiosity, and motivation through rich, engaging interactions.

Consistent routines promoted children's confidence and development of life skills. The childminder supported children to make choices throughout their day, leading their own play and expressing their voice. Children were actively involved in decision-making, including support they needed, what they played with, and what they ate. These experiences were used to support and challenge children. For example, when choosing a sandwich for lunch, children chose the ingredients and made this with the childminder's support. This opportunity was used to develop language and numeracy skills, through discussion around home life, shapes, and sizes. The childminder praised children's achievement of making their own lunch effectively, recognising skills used and reinforced knowledge and skills for life and learning.

Children's experiences were enhanced through regular use of outdoors and connections to the wider community. Children advised they liked to play in the garden and we saw photos of outings, including trips to local parks, a farm, and weekly classes. Children's ages and interests were considered when outings were planned, to support children in accessing new and exciting experiences. This supported children in their social skills and wellbeing.

**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 and consistent care that supported their emotional wellbeing and development. The childminder responded sensitively to children's cues and was respectful in their interactions, supporting them to feel safe and secure. There was a calm and relaxed ethos where children had freedom to play and explore at their own pace. Children were consistently listened to and valued. The childminder considered

each individual child's circumstances and needs and planned their care and support in line with this. This promoted a welcoming environment and positive relationships, fostering children's wellbeing.

Strong relationships had been formed between the childminder and children and their families. This supported continuity of care and promoted links between home and the childminding setting. The childminder valued families' input and made regular communication a priority, which allowed them to tailor children's individual care to meet their needs. The childminder recognised the importance of following children's individual routines to support their wellbeing. Parents commented positively on their relationship with the childminder and collaborative approach. One commented, "[The childminder] is always on the other end of the phone if needed for help and advice. I can trust her".

Children's wellbeing was supported through the childminder's knowledge of their individual needs. Personal plans contained information to promote children's wellbeing, such as preferences, routines, and some strategies of support. These were created in collaboration with parents when children started and updated every six months in line with guidance. The childminder had regular communication with families and was very knowledgeable about children's specific needs and how they met these. We highlighted the importance of updating children's plans to consistently reflect the most up-to-date information and how their needs were being met. This would further promote continuity of care for children.

Child-centred routines helped children feel secure and confident. The childminder prepared children for daily activities and transitions. Individual routines, such as personal care and sleep, were tailored to each child's needs. A flexible induction process supported new children and families, strengthening relationships and promoting children's sense of security.

Mealtimes were sociable and unhurried. Children were actively involved in making decisions about snacks and meals. Consideration was given to the ages and needs of children and the childminder sat with children to promote a safe, inclusive, and relaxed experience. Children were encouraged to be independent through preparing snacks and meals. They had regular access to fresh water and were encouraged to drink often, supporting them to stay hydrated.

The childminder was knowledgeable in their approach to keeping children safe. They confidently spoke about safeguarding and clear procedures were in place to protect children.

## 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

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Leadership and management of staff and resources	4 - Good
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Children experience high quality spaces	4 - 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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