

Beattie, Jeanette Child Minding

Kilmacolm

Type of inspection:
Unannounced

Completed on:
22 October 2025

Service provided by:
Jeanette Beattie

Service provider number:
SP2003902254

Service no:
CS2003004104

About the service

Jeanette Beattie is registered to provide a care service to a maximum of six children at any one time under 12 years of age, of whom no more than three children are not yet attending primary school and of whom no more than one shall be under 12 months. These numbers are inclusive of the childminder's own family.

The service is located in a residential area of Kilmacolm, Inverclyde. Children have access to a comfortable lounge, downstairs toilet, play area, kitchen, and an enclosed garden.

The service is within easy reach of local amenities, including shops and parks. The childminder had 10 children registered with the service, with varying patterns of attendance. At the time of the inspection, six children were in attendance.

About the inspection

This was an unannounced inspection which took place on Wednesday 22 October 2025, between 12:15-14:15 and 15:30-16:45. 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 six children using the service
- spoke with one parent
- received three completed Microsoft Forms questionnaires
- spoke with the childminder
- 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, no improvements were identified relating to core assurances.

Key messages

- The service's vision and values, outlined in the aims and objectives statement, currently inform daily practice and contribute to strong relationships with families.
- Policies and procedures were reviewed and updated using relevant guidance, supporting the smooth running of the service and demonstrating a commitment to improvement.
- The childminder engaged in professional discussions with other childminders and showed a willingness to reflect on practice, with early steps taken to use self-evaluation tools to support ongoing development.
- Children experienced rich, purposeful play that was both child-led and responsive, supporting creativity, curiosity, and problem-solving.
- Learning experiences were well connected to children's age and stage of development, with a strong focus on literacy, numeracy, and life skills.
- The childminder's skilled interactions and use of assessment supported children's progress and achievement over time.
- The childminder knew children well and provided care that was tailored to their individual needs, interests, and routines.
- Personal plans were meaningful and regularly reviewed, helping to ensure children received consistent, individualised support across all areas of wellbeing and development.
- Strong relationships with families and effective communication helped ensure continuity of care and supported positive outcomes for 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	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

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.

Leadership and management of staff and resources

The service's vision and values were clearly explained in a well-written aims and objectives statement. The aim was to provide a safe, secure, and stimulating home environment where children could grow and develop. The objectives showed a strong commitment to recognising children's rights, interests, and individual needs. They promoted an inclusive and respectful approach, which was reflected in the childminder's daily routines and interactions. Families received this information when their child started at the service, helping them understand what to expect and feel confident that the childminder's values aligned with their own. To keep the statement relevant and useful, it should be reviewed more regularly to reflect the changing needs of children and families.

The childminder had built a strong reputation in the local community and was well respected by families. Parents spoke positively about the service, describing the childminder as approachable, caring, and professional. One parent said, "The childminder is always keen to ask for our opinions, as well as consulting with the children themselves." Another commented, "The childminder is very approachable and kind, and is open to suggestions and catering to my child's needs." This welcoming and responsive approach helped create a nurturing and inclusive environment. As a result, children felt safe, valued, and confident in their relationships and daily routines.

Policies and procedures were in place to support the smooth running of the service. These had recently been reviewed and updated using current national guidance. This showed the childminder's commitment to keeping practice up to date and ensuring children's safety and wellbeing were prioritised.

The childminder also took part in regular discussions with other local childminders. They shared ideas, reflected on their work, and supported children's friendships and social development. Although the childminder had not yet used the challenge questions from the Quality Improvement Framework for childminding, they had started thinking about how these could support self-evaluation and improvement. This showed a positive attitude to professional learning and a clear focus on improving outcomes for children and families.

Children play and learn 5 - Very Good

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.

Playing, learning and developing

The childminder had many years of experience working with children and families, and showed a strong understanding of child development. This meant children received care and learning that was responsive and well-informed.

Children made choices in their play, and took part in activities that were appropriate for their age and stage of development. They followed their interests, for example, building with blocks to solve problems, counting steps with a watch during active play, and collecting leaves for arts and crafts after walking home from school. These experiences helped develop creativity, numeracy, and physical skills.

Children played together, and younger children were learning to share. The childminder knew when to step in and when to give children space, helping them build friendships and social skills. Interactions were warm and suited to each child's individual needs and level of understanding. One parent said, "Children are valued and cared for as individuals. They feel very 'seen' and have a very close and positive relationship with the childminder. They have nurtured their confidence, independence skills, and ability to build friendships with the other kids in the service. A true home from home." Older children were encouraged to include younger ones in their play, which supported positive relationships and a sense of responsibility.

Children regularly visited the woods, where they explored mazes, ran through leaves, and took part in scavenger hunts. These outdoor experiences supported physical activity, problem-solving, and a connection with nature. Wet suits and wellies were provided, so children could play comfortably in all weather. Community-based activities like Bookbug sessions and library visits with other childminders supported children's language and literacy through songs, rhymes, and stories. Conversations were tailored to each child's stage of development, helping with speech and language.

Children had regular opportunities to build literacy, numeracy, and imagination through outdoor and community experiences. These supported exploration, problem-solving, and social development. Routines and repeated activities helped children build on what they had learned.

Play and learning were planned, but also adapted to children's needs and interests. One parent said, "I am always kept up to date on my child's day and receive pictures of what they are getting up to." Children's development was recorded using rainbow trackers, photographs, and progress reports. These tools helped monitor milestones, plan next steps, and support achievement. Assessments were shared with families. The childminder could consider adding a section for parents to share learning from home, further strengthening partnership working.

Children are supported to achieve 5 - Very Good

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 are supported to achieve

The childminder was kind and caring, and built nurturing relationships that supported children's development. One parent said, "The childminder is extremely caring and friendly. They show warmth and nurture toward all the children." Another commented, "The childminder is really warm and friendly, very approachable and helpful, and great with children." As a result, children experienced warm, trusting relationships that supported their emotional wellbeing and development.

The childminder met children's care needs effectively, including toileting, handwashing, and nappy changing, which supported their safety and wellbeing. Personal care routines were carried out in a way that respected children's privacy and dignity. Older children were encouraged to use the toilet independently, with gentle support for handwashing. Individual coloured hand towels helped promote good hygiene and gave children a sense of belonging. As a result, children experienced respectful and supportive care routines that encouraged independence and contributed to their overall wellbeing.

A planned settling-in period helped individual children build trust and emotional security. Daily transitions, such as mealtimes, sleep routines, and school runs, were tailored to each child's needs. This contributed to a calm and predictable environment. The childminder cared for a wide age range, including siblings. Younger children joined school pick-ups, helping them become familiar with new environments and routines. As a result, children felt secure and confident in their daily routines and transitions.

The service provided a home-from-home setting with space for play, meals, rest, and emotional regulation. Children brought packed lunches and water bottles, were encouraged to stay hydrated, and were offered fruit and water refills as needed. This ensured children's physical and emotional needs were consistently met in a comfortable and familiar environment.

An All About Me booklet was completed by parents when their child started at the service, capturing key information about each child. Personal plans were developed using the SHANARRI wellbeing indicators and reflected children's strengths, interests, and any additional support needs. These plans were shared with families and updated regularly. Parents spoke positively about the personal care provided. To further support a shared approach, the childminder could consider adding a section for parents to contribute written comments. As a result, children received individualised care that reflected their needs and supported their development.

WhatsApp group chats were used to share updates with individual families, ensuring that all parents and carers received information at the same time. This supported inclusion and effective communication. Families were regularly offered opportunities to discuss their child's care and development, both in person and through progress assessments shared by the childminder. The childminder showed a strong understanding of the importance of nurturing relationships and building community connections to support children's wellbeing. As a result, families felt included, well-informed, and confident in the care their children received.

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	4 - Good
Leadership and management of staff and resources	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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