

Kayleigh's Childminding Child Minding

Elgin

Type of inspection:
Unannounced

Completed on:
20 October 2025

Service provided by:

Service provider number:
SP2023000095

Service no:
CS2023000144

About the service

Kayleigh's Childminding is a childminding service delivered from the childminder's home in Lhanbryde, near Elgin. The service is registered to provide care to a maximum of six children at any one time under the age of 12, of whom no more than three are not yet attending primary school and of whom no more than one is under 12 months. Numbers are inclusive of children of the childminder's family. There were two children present during the inspection.

The childminder's home is close to local amenities such as primary school, shop and green spaces. Children are cared for on ground floor accommodation consisting of living room and dining kitchen. They have access to the downstairs bathroom. An enclosed garden to the front of the property is used for outdoor play.

About the inspection

This was an unannounced inspection which took place on 20 October 2025 between the times of 08:35 and 14:30. This 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 and complaints information, information submitted by the service and intelligence gathered throughout the inspection year. To inform our evaluation we:

- spent time with children using the service and spoke to one of their parents/carers
- received four completed questionnaires from parents/carers
- assessed core assurances, including the physical environment
- 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 were confident and well settled in the childminder's care.
- The childminder was identifying areas where changes would have a positive impact on children's experiences.
- Children were leading their own play, freely accessing available resources which reflected their interests.
- Children's interests were reflected in planned activities, supporting their learning and development.

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 several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

The childminder shared a copy of the aims and objectives of their service with parents/carers. This supported parents/carers to know what to expect from the service. A review of the aims was planned and would involve parents and children. This will ensure that they continue to reflect what is important for those accessing the service.

A variety of methods of communication were being used, including face to face discussions, emails and digital platforms. This supported parents to feel involved in the service and confident in making suggestions. Parents agreed they were meaningfully involved in developing the service and happy with communication. One parent told us, "We can offer our feedback and opinions at any time. I can email or speak to [the childminder] about anything that I feel will support [the childminder] and how the service is working".

The childminder was considering how to capture children's views regarding the service provided. They should continue to develop this to ensure that children are involved in the evaluation and development of the service.

Children were benefitting as the childminder was evaluating their service to identify areas for development. These processes were in the early stages and the childminder should continue to develop them. For example, considering ways to collate feedback and show its impact on services offered.

The childminder was aware of best practice documents and beginning to use these to inform their evaluation of the service. Links had been formed with local childminders which were supporting opportunities to share experiences and skills. This helped the childminder to stay up to date with changes in the sector. They had already identified areas where they wished to make changes and were confident in discussing these. We advised that having an improvement plan in place would support them in planning and evaluating the impact of changes. Using SMART objectives (Specific, Measurable, Achievable, Relevant, Time-bound) in this plan would be beneficial.

Children thrive and develop in quality spaces 4 - Good

Quality Indicator: Children experience high quality spaces

We evaluated this quality indicator as good where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

Children were benefitting as the childminder's home was safe, comfortable and inviting. The childminder was using the available space well to promote children's choice in their play. Children could access various resources in the living room including small world, imaginative play, books and games. The kitchen diner was used for eating and messy/sensory play. We noted that, in some areas, the resources were overcrowded. This had the potential to inhibit children's play and access to resources. The childminder had

identified this as an area for improvement. We discussed ways to minimise overcrowding and support children's engagement.

Children's health and wellbeing was supported as the childminder recognised the benefits of outdoor play and exercise. Children had access to a range of play opportunities in the enclosed front garden. This included resources to support imaginative and creative play as well as physical activity. To enhance children's outdoor experiences the childminder accessed local amenities such as playgrounds and green spaces regularly. This promoted opportunities for children to explore and build their experiences.

Children's safety was promoted as the childminder showed an understanding of hazards and how to minimise any risks. We suggested that involving children in the risk assessments and discussions of risk would support their awareness and understanding. Explaining why an action wasn't safe for example. The childminder's home and the resources available to children were safe and well maintained.

Children's health was promoted through effective infection prevention and control (IPC) measures in place. This included regular handwashing, at appropriate times, and cleaning of surfaces and resources. There was a policy in place to support the childminder and this was reflected in practice, including nappy changing.

Children play and learn 4 - Good

Quality Indicator: Playing, learning and developing

We evaluated this quality indicator as good where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

The childminder demonstrated a good understanding of child development and was familiar with the guidance document, 'Realising the Ambition: Being Me'. We discussed using this as a tool to further enhance practice. Children were confident and motivated, engaging in a range of experiences. During our visit they played with sensory resources, small world toys and decorated pumpkins. The childminder joined the children in these activities, supporting children to play together and share or take turns. Children showed sustained engagement, reflecting the childminder's ability to provide child-led, developmentally appropriate experiences.

Children led their own play, made choices, and accessed resources that matched their interests and stages of development. The childminder responded to their cues, offering materials such as construction toys, small world objects, puzzles, books, and arts and crafts materials. This promoted choice and supported wellbeing. We discussed adding more loose parts, natural materials and open-ended objects to further encourage children's curiosity. Visits to local services and groups such as the library and toddler group extended children's experiences and supported them to feel confident in their community.

Children developed early literacy, numeracy, and language skills through meaningful play. All surveyed families agreed their child had access to varied, fun experiences that met individual needs. Their comments highlighted the range of activities and the childminder's welcoming, communicative approach. "They go for outings, or play in the house or garden with toys that are beneficial for my little ones development. Also, fun messy play experiences to support my little ones sensory feelings and help with their experience to learning new things", and "Our [child] seems to have come on majorly development wise since starting with [the childminder]. They also seem to have different activities most weeks, such as farm visits, messy play, water play, visits to different parks, toddler groups and various activities organised by the Moray childminding group." These responses reinforced the positive impact of the childminder's play-based,

responsive practice.

Children were having fun as they confidently led their own play. The childminder supported and facilitated this through their interactions. For example, providing additional resources for the craft activity in response to children's interest. The childminder's interactions supported turn-taking, listening, and language skills. By tuning into children's verbal and non-verbal communication, the childminder ensured each child's needs were met, promoting positive outcomes and experiences. The childminder should now further develop their skills and confidence in extending children's learning through their interactions.

Planning approaches were informal and based on children's interests and curiosities. The childminder used observations and family input to shape experiences that reflected individual needs. For example, one child's interest in sea life was being used to plan relevant learning opportunities to support their development. While planning was responsive and child-centred, there were limited systems in place to evaluate children's progress and plan meaningful next steps. We discussed further strengthening outcomes for children, by using best practice guidance to evaluate progress and plan developmentally appropriate next steps.

Children are supported to achieve 4 - Good

Quality Indicator: Nurturing care and support

We evaluated this quality indicator as good where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

Children experienced warm, consistent relationships that supported their emotional wellbeing. The childminder was attuned to individual needs, offering reassurance and comfort when required. For example, responding sensitively to children to support sharing and turn taking. These nurturing interactions helped children feel safe, secure, and valued.

Children's comfort and confidence was promoted through positive transitions into the service. The childminder showed an understanding of how to support children in separating from their parent/carer and the impact this has on children's feelings of security. Children enjoyed consistent daily routines such as mealtimes, outings and personal care, which promoted a sense of safety and security.

The childminder demonstrated an understanding of safety procedures around food. They confidently discussed how they would manage a choking incident and steps to prevent this through supervision and food preparation. Recent completion of practical paediatric first aid training further strengthened their ability to respond effectively in an emergency. This supported children's safety within the service. Mealtimes were a relaxed, sociable time and the childminder took the opportunity to engage and support children in conversations.

Personal plans were in place for each child, which contained relevant background information and details of the child's routine. The plans were completed with parents/carers and regularly reviewed to ensure information was relevant and up-to-date. Of the plans we sampled one would have benefitted from having more detail of strategies being used to support the child. This would have supported accurate information sharing and the ability to evaluate the impact of the support. We discussed this with the childminder who agreed to add these details.

The childminder worked closely with families to ensure they supported children's routines and preferences. Having strong working relationships with the parents allowed for open communication and information

sharing as well as ensuring consistency of care. Parents were all extremely positive when discussing their relationship with the childminder and how welcome they were all made to feel. All parents/carers we spoke to, or who responded to our request for feedback, strongly agreed they were happy with the care provided. They appreciated the communication between themselves and the childminder. Comments included, "[The childminder] is very approachable and we work in partnership" and "[The childminder] is very approachable and genuinely cares about [our child]. It's easy to share any concerns and ask for advice".

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 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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