

Kids of the Future Child Minding

Forfar

Type of inspection:
Unannounced

Completed on:
27 October 2025

Service provided by:
Svetlana Mihnevica

Service provider number:
SP2017989296

Service no:
CS2017359336

About the service

Svetlana Mihnevica, operating as Kids of the Future, provides a childminding service in Forfar, Angus. The service is registered to provide care to a maximum of 4 children at any one time up to 16 years of age: Of whom no more than 2 are of an age not yet attending primary school. Of those children, none will be under the age of 3 years. Numbers include the children of the childminder's family/household. Minded children can only be cared for by persons named on the registration certificate. No overnight care will be provided. Minded children must be supervised by the childminder at all times while using the outdoor areas of the premises.

The children have access to the living room, dining area, kitchen, and bathroom within the childminder's home. Children also access the enclosed outdoor play space.

About the inspection

This was an unannounced inspection which took place on 27 October 2025 between 14:15 and 16:30. Feedback was shared with the childminder on 27 October 2025.

The inspection was carried out by an inspector from the Care Inspectorate. To prepare for the inspection we reviewed information about this service. This included previous inspection findings, registration complaints information, information submitted by the service and intelligence gathered throughout the inspection year. To inform our evaluation we:

- spoke to and spent time with two children using the service
- received three completed questionnaires from families
- spoke with the childminder
- assessed core assurances, including the physical environment
- 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.

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
- 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 were happy and were having fun during their play.
- The childminder knew the children well and had a good understanding of each child's current interests.
- Parents were welcomed into the childminder's home which supported effective sharing of information.
- The childminder had attended a variety of training to support their professional development.
- The childminder was reflective and evaluated their service to support ongoing 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 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 childminder had a vision and aims in place which were reflected in their practice. These were shared with families and promoted positive outcomes for all.

Quality assurance systems had been established and were supporting continuous improvement within the service. The childminder used a quality assurance calendar which ensured the regular review of documentation and highlighted upcoming training opportunities. A clear improvement plan was in place. This identified three key priorities aimed at developing professional practice and improving the quality of play and learning experiences for children.

The childminder was reflective which supported the self-evaluation of the service. They were using the previous quality framework to evaluate specific aspects of their practice and environments. We have signposted the childminder to the new framework document 'A quality improvement framework for the early learning and childcare sectors: childminding.' This will further support ongoing self-evaluation of the service to improve outcomes and experiences for all.

Children were consulted and included in the ongoing improvement of the service. They had recently been involved in creating new healthy snack menus. Children were keen to share this with us and spoke about trying new foods and really enjoying the 'homemade soup.' The childminder gained feedback from families through verbal discussions, Facebook, and messenger. A parent shared, 'If I have something to discuss I'm always welcomed.' This supported a shared approach to change and ongoing improvement which developed positive outcomes for all.

Quality indicator - Staff skills, knowledge, values and deployment

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 knowledge of child development and had further enhanced this by undertaking a variety of training over the last year. This included training to support children with additional support needs, story sharing, and STEAM (science, technology, engineering, arts, and mathematics). Training was now recorded and identified the impact on their practice and play experiences for children. These opportunities have supported the childminder to enhance their professional development and improve play experiences and outcomes for children. A previous area for improvement has now been met.

The childminder had a knowledge of Care Inspectorate guidance and practice notes which they used to support their practice. They linked in with another childminder which provided a valuable support network to discuss relevant guidance and develop knowledge. This supported the childminder to promote and develop positive outcomes for all.

The childminder ensured that children were kept safe while in their care. Transitions at school pick up times had been well considered to ensure children's safety. Children were well supervised and monitored during their play both indoors and outdoors and during trips. A parent shared, 'she takes great care of the children. They are in safe hands.' This ensured that children were respected and felt confident in a safe environment.

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 child development and how to appropriately support children at a pace that was right for them. Children had the choice to take part in play experiences both indoors and outdoors, which was supported by a variety of resources. One parent shared, 'the childminder spends a lot of time with children in the fresh air, offers them many different activities and guides children towards a healthy lifestyle.' Children were having fun outdoors accessing the active play equipment. They were engaged in their play and in discussions with their peers. These opportunities developed choice making, independence and supported children to develop friendships.

The childminder had considered the use of digital technology within her service. Specific apps were used to develop children's knowledge and learning during trips and outings. For example, an app was used to identify plants and flowers which extended play experiences and learning. Children shared that they 'liked their trips out and sometimes went round the loch.' This led to children developing a broad range of learning through a variety of experiences.

The childminder had a good knowledge of children's current interests and provided opportunities and resources for these to be further developed. For example, one child's interest in creative play was promoted and extended by the childminder. This evidenced how the childminder was responsive to children's interests and supported their play and learning.

The childminder had recently attended story sharing training which supported them to develop children's language and literacy skills. This also provided opportunities for children to develop their imaginations.

The childminder shared photographs of children's learning within a book. A summary of their play and learning is recorded alongside the photographs. This approach provided children with the opportunity to re-visit and share their play and learning experiences.

Next steps within learning were recorded within each child's learning and development records. Parents had the opportunity to share feedback and comment on their child's learning within these records or using Facebook. A parent commented, 'the childminder is very responsive and invites you to participate in activities with the children.' This ensured that families were part of their child's play, learning and development.

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.

The childminder provided a warm and welcoming environment that supported children and families to feel valued and respected. A child shared, 'she's kind, she's taking good care of me.' Positive relationships had been established and were underpinned by the childminder's knowledge of each child and their family. Transitions between settings had been considered and were effectively managed. This supported the children to feel confident and respected in a safe and caring environment.

Mealtimes were a meaningful social experience where children were engaged in quality conversations with the childminder. A variety of healthy and nutritious meals were provided which supported children's wellbeing. One parent shared, 'every day the children have a healthy breakfast and dinner after school. The menu is varied.' Opportunities to develop independence and life skills were promoted and contributed to children's overall development.

Each child had a personal plan in place, which contained detailed and relevant information to support their individual needs. These plans were reviewed with parents at least every six months to ensure they remained current and responsive. The childminder worked collaboratively with other professionals, when necessary, which supported them to meet children's needs and improve outcomes for all.

Families were welcomed into the childminder's home and were included in their child's play and learning. Regular opportunities were provided to support effective sharing of information between the childminder and families. Discussions took place daily during drop off and pick up to share information about the child's day. One parent commented, 'childminder passes me all information from the school teacher.' Messenger was used to share written information with families. This approach supported the childminder to develop positive partnerships with families which impacted positively on children's care and support.

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

To support children's wellbeing and the quality of experiences, the childminder should undertake training and learning appropriate to their role. The childminder should apply any training and learning in practice and keep accurate records of learning.

This could include but is not limited to undertaking relevant training and learning in relation to child development, nurture, play and resources.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that:

'I have confidence in people because they are trained, competent and skilled.' (HSCS 3.14); and 'I experience high quality care and support based on relevant evidence, guidance and best practice' (HSCS 4.11).

This area for improvement was made on 22 August 2024.

Action taken since then

The childminder has undertaken a variety of training over the last year to support and develop their practice. Training is now being recorded and shows the impact on practice or outcomes for children.

This area for improvement has been 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	4 - Good
Leadership and management of staff and resources	4 - Good
Staff skills, knowledge, values and deployment	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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