

Roz's home from home childminding Child Minding

Edinburgh

Type of inspection:
Unannounced

Completed on:
29 October 2025

Service provided by:
Roshni Main

Service provider number:
SP2023000297

Service no:
CS2023000394

About the service

Roz's home from home childminding provides a childmind service from their home in the residential area of Drum Brae area of Edinburgh.

The childminder is registered to provide care for a maximum of 6 children at any one time up to 16 years of age:

- of whom no more than 6 are under 12 years;
- of whom no more than 3 are not yet attending primary school and;
- of whom no more than 1 is under 12 months.

Numbers include the children of the childminder's family/household.

Minded children can only be cared for by persons named on the certificate.

No overnight care will be provided.

At the time of our inspection, seven children were registered with the service. The service is close to local primary schools, shops, parks, and other amenities. The children are cared for in the dedicated playroom, lounge with use of the kitchen/diner and have access to a downstairs bathroom. Children also have access to an enclosed back garden.

About the inspection

This was an unannounced visit which took place on 23 October 2025 between 12:00 and 14:00 and an announced visit on 29 October 2025 between 10:00 and 12:00. 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 registration information, information submitted by the service and intelligence gathered since the last inspection.

In making our evaluations of the service we:

- engaged with three children using the service
- received electronic feedback from five parents
- 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.

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 benefitted from respectful and nurturing relationships that supported their overall wellbeing and development.
- A warm welcoming ethos was evident in the childminder's interactions and engagement with children and parents.
- Children took part in a variety of well-planned outdoor experiences and social activities that helped them learn.
- A range of resources supported children's play and learning, including a range of role play activities.
- The childminder was proactive in increasing her knowledge about children's development and learning.

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

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.

Quality indicator: Leadership and management of staff and resources

The vision, values and aims for the service were clear and reflected high standards for children and families. The childminder had written these during the registration process, this helped guide them on the delivery of the service. The childminder was aware that now children were attending the service reviewing the vision, values and aims with them could further support them to meet children and families specific needs. The aims of the service and relevant policies were shared with parents in the online app. This helped parents to know what to expect for their children and the service provided.

The childminder valued strong relationships and regularly asked parents for feedback to improve the service. Families shared their ideas and feedback through online messages and daily conversations. An annual questionnaire gave parents time to reflect and helped the childminder understand how satisfied parents were. When parents were asked about opportunities for feedback they told us "We are always asked for ad-hoc feedback" and "We're always asked our opinion on things/activities". These approaches supported the childminder to understand the needs of families and make improvements.

The childminder was responsive to children's interests and used her knowledge combined with information parents shared to plan play and learning opportunities individual to each child. They were able to discuss where each child was in their development and how they were being supported during their time at the service.

Although at an informal stage the childminder evaluated their service to ensure that it met with good practice and the needs of families. The childminder had recently completed an early learning and childcare qualification and used their new knowledge and skills to aid self-evaluation and improvements.

Children thrive and develop in quality spaces 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.

Quality indicator: Children experience high quality spaces

The childminders home was welcoming and met children's needs. They made good use of the available space and had a range of resources to create a motivating environment for children. They were aware of the importance of outdoor play and it's benefits to children's wellbeing and learning. The childminder was looking for courses in outdoor learning to increase her knowledge and the opportunities offered to children.

The childminder prioritised children's safety whilst embracing a positive balanced approach to risk in play. Children engaged in a broad range of challenging and interesting play opportunities that supported and extended their development and learning.

The breadth and balance of resources met children's development needs, offering challenge and opportunities for exploration. There were ample opportunities for role play, which met the needs of the children attending. Parents told us that their children enjoyed dressing up, role play and outdoor play. These experiences enabled children to have fun and supported their physical, social and language development.

Children's privacy, dignity and preferences were fully respected and there are appropriate spaces to support their care needs, including safe sleeping arrangements. Arrangements for monitoring, maintenance and repair of the physical environment, equipment were implemented. This included safe sleeping arrangements and specific areas for personal care.

Effective infection prevention and control practices such as regular handwashing and appropriate use of personal protective equipment were in place. These practices limited the spread of germs and promoted children's wellbeing.

The childminder's home was safe and secure. Children's information was securely stored to comply with relevant best practice and legal requirements.

Children play and learn 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.

Quality Indicator: Play, learning and development

The childminder had a good understanding of how young children learn and grow. This helped create interesting and fun play opportunities, especially in the local area and beyond. Children took part in a variety of outdoor experiences and social activities that helped them learn. This included spending time with other children at local groups, visiting local nature spots, as well as song and story sessions at the local library. These experiences enabled them to build social skills and explore the world around them.

Children benefited from direct access to the enclosed back garden from the living room. Parents told us that their children enjoyed "bug hunts in the back garden", "playing in the mud kitchen". All parents said that their children enjoyed time at the local park. On the first day of the inspection, the back garden needed to be tidied up to make it suitable for children to play in. The childminder had actioned this by the end of the inspection. The childminder should ensure that areas used by children are consistently maintained.

Observations about children using the SHANARRI (Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible, and Included) indicators demonstrated that the childminder knew how children develop and learn. They used these observations to plan appropriate next steps to support children's development and learning. Children's language and literacy skills were encouraged through reading, signing and a range of resources which provided opportunities for children to learn numeracy and literacy skills.

Children had fun with the childminder, who joined in with their play and they could be heard laughing together. The childminder knew the children well and responded to their verbal and non-verbal communication. This contributed to children's enjoyment, as a result children were confident and engaged in play.

To further support high quality play and learning, the childminder discussed that they planned to be more intentional about developing the approach to planning for play and learning which would benefit children's experiences and provide greater challenge.

Children are supported to achieve 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.

Quality indicator: Nurturing care and support

Children benefitted from respectful and nurturing relationships that supported their overall wellbeing and development. Care was responsive and familiar for children due to the childminder's warm and calm approach. Children had fun with the childminder, who joined in with their play. One parent told us: "the childminder is fantastic. My child always has fun with her and the other children and she feels safe and secure there".

The childminder had developed strong connections with families, creating a warm and welcoming environment for children and parents. The home from home experience provided was valued by families. Regular communication with families through daily updates and written feedback supported parents to be included in and informed about their child's care.

Children's needs were effectively met through effective personal planning, which was grounded in the Getting it Right for Every Child (GIRFEC) framework. They used the wellbeing indicators to assess and plan for children's overall wellbeing. Important information was gathered from parents and used to ensure that children's needs were met. As a result, children were secure and confident within the childminder's care.

Children benefitted from the childminder's understanding of the importance of transitions. This included when a child started the service, transitioned to shared care when attending nursery and when they left the service. The childminder had made a child who was due to leave the service a photograph book of memories of their time there. A parent told us that communication from the childminder is very positive and how she makes contact if their child has been on holiday to check how they feel about returning. These sensitive approaches supported children and families to feel valued and loved.

Food provided by the childminder aligned with good practice guidance, supporting children's health and wellbeing. The childminder involved children in the preparation of food, which taught them life skills, as well as developing fine motor control, for example, peeling potatoes.

Consistency in routines such as mealtimes, nap times and personal care provided children with a sense of safety and security. The childminder recognised these daily routines offered time to connect with children and support their growth and development. The childminder worked closely with families to ensure that children's needs are met. This supported children to experience nurturing care and support.

Complaints

There have been no complaints upheld since the service registered.

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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Care Inspectorate
Compass House
11 Riverside Drive
Dundee
DD1 4NY

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