

# Kelly, Ann Child Minding

Hamilton

**Type of inspection:**  
Unannounced

**Completed on:**  
22 October 2025

**Service provided by:**  
Ann Kelly

**Service provider number:**  
SP2003903767

**Service no:**  
CS2003006413

## About the service

Kelly Ann provides a childminding service from their home in Hamilton, South Lanarkshire. They are registered to provide care to a maximum of six children at any one time up to 16 years of age. Numbers are inclusive of children of the childminder's family/household. At the time of inspection, five children were in attendance.

The children are cared for in a dedicated play space on the ground floor of the property. They also have access to a kitchen, downstairs toilet and an enclosed back garden, which is accessed from the playroom. The service can be reached by public transport links and is close to local schools, nurseries, green spaces and local amenities.

## About the inspection

This was an unannounced inspection which took place on 22 October 2025, feedback was provided on the same day. 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 five children
- gathered the views of four parents using our online questionnaire
- spoke with one parent through face-to-face discussion
- spoke with the childminder
- observed practice and children's experiences
- assessed core assurances, including the physical environment
- reviewed relevant 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 warm and caring interactions, which supported them to feel loved, safe and secure.
- The childminder demonstrated a good understanding of children's individual needs and adapted their practice appropriately to support each child's wellbeing and development.
- Play spaces were thoughtfully designed and well-maintained, enabling rich opportunities for children's play and learning in a safe, engaging and comfortable environment.
- Personal plans should be reviewed to ensure they hold up-to-date and relevant information.
- The childminder should develop robust self-evaluation processes to reflect on and improve their practice.

## 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.

Children benefited from a nurturing and respectful environment where care and learning were central to daily practice. Actively involving children and families in shaping the service's vision, values and aims would further enhance their sense of belonging and strengthen relationships. This would help ensure that the service continues to reflect and respond to their evolving needs.

Children experienced positive outcomes through safe, nurturing care that reflected current best practice. The childminder accessed relevant training through the Scottish Childminding Association (SCMA), including courses on food hygiene and child protection. However, policies and procedures had not been regularly reviewed or tailored to the service. Strengthening documentation to reflect the childminder's existing knowledge would further support consistency and reinforce high-quality care.

Children benefited from consistent and responsive care that was well supported by effective communication between the childminder and families. Effective communication was observed during the inspection, and parent feedback such as '[the childminder] regularly discusses my child's plan and any needed adjustments' confirmed it was well established and meaningful.

The childminder had recently installed a doorbell camera. We signposted them to the ICO for further information to support with developing policies and storage of electronic data. The childminder agreed to develop a process to ensure parents were informed about what data this captures. This strengthened approach to information management would support transparency and support children's rights and wellbeing.

The childminder was aware of the importance of continuous improvement. Whilst they had not yet established formal self-evaluation processes they were aware of some best practice guidance and made changes when needed to help meet the needs of children. Their engagement with professional development and reflective practice demonstrated a commitment to enhancing the service. Developing an improvement plan that includes children's voices would help strengthen the service further and ensure it continues to meet children's needs in a responsive and inclusive way (see area for improvement 1).

### Areas for improvement

1. To support positive outcomes for children and families, the childminder should strengthen their approach to self-evaluation and improvement. Involving children and families will help shape a responsive and inclusive service.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS), which state that: 'I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance processes' (HSCS 4.19).

**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.

Children experienced rich and engaging play and learning opportunities that were aligned with their interests and developmental stages. The childminder demonstrated an understanding of how children learn, which was reflected in the variety of play and the quality of interactions. As a result, children were supported to develop confidence, independence and skills appropriate to their age and stage.

Children were encouraged to lead their own play and explored freely within a well-resourced environment that supported choice and independence. Children were observed engaging in imaginative play, construction and role-play activities. They played both independently and with other children. For example, children took turns using shared resources, offered help to peers, and engaged in natural conversation during play. This supported the development of social skills, empathy and cooperation.

The childminder supported children during play helping them manage their emotions. For example, when a child became frustrated with a toy, the childminder gently suggested an alternative approach, helping the child remain focused and calm. The introduction of more open-ended, natural resources with no predetermined use would further enhance opportunities for creativity, problem-solving and imaginative play.

Children's learning was supported through a flexible and responsive approach to planning. The childminder closely observed children's cues and communication. They used this understanding to shape experiences that reflected individual needs and interests. Although observations were not formally documented, it was evident that planning was informed by ongoing reflection and knowledge of each child. All parents who responded to our questionnaire agreed that their child was always involved in a range of opportunities and fun experiences to meet their individual needs and support their development. This contributed to a nurturing, child-centred environment where children felt understood, supported and able to thrive.

**Children are supported to achieve** 4 - Good**Quality indicator: Nurturing care and support**

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

Children received warm and kind interactions which helped promote secure attachments. Children were treated with dignity and respect, and interactions were nurturing and responsive. This helped build trust and created a safe environment where children felt confident to explore, learn and express themselves.

The childminder worked closely with families to ensure children's routines and preferences were respected. This personalised approach contributed to positive relationships and supported continuity of care. Parents shared that the childminder made thoughtful efforts to support their child's individual learning style by providing toys and activities that matched their interests. They also felt included in the service, noting that their views were regularly sought and valued in shaping their child's experiences.

While older children were involved in completing their own "About Me" profiles, no information was formally recorded or signed. This limited the effectiveness of personal planning, as key details were not consistently captured or reviewed. Parents told us that personal plans were discussed regularly and recorded. However, there was no formal process in place to ensure consistency or accountability. Strengthening this area by ensuring 'About Me' forms are completed with parents would help keep important information current. Reviewing these documents every six months would support and inform care and planning. This would further enhance responsive and personalised support for children.

Children experienced a child-centred approach to mealtimes. The childminder was responsive to individual needs, offering food at a relaxed pace and encouraging independence. Children were safely supported during meals, sitting together at the dining table with appropriate supervision. Mealtimes were sociable and enjoyable, with children chatting happily. One child told us that the childminder should have their own restaurant "like Gordon Ramsay". The childminder demonstrated awareness of nutritional guidance and was open to suggestions for improvement, such as offering vegetables to promote choice and healthy eating habits. This would further support children to develop healthy eating habits and make informed food choices.

Older children were observed relaxing after school in a calm and comfortable environment. They chose to unwind by making themselves comfortable and explored resources such as fidget toys and cuddly toys. Blankets and tables and chairs were available to support children's comfort. This flexible and responsive approach supported children's need for rest and relaxation in a way that respected their preferences. The childminder actively promoted safe sleep routines and demonstrated a good understanding of current guidance. We discussed the value of developing a specific sleep policy to support families' understanding and ensure consistency in practice. This would further support children's need for rest, helping them feel secure and refreshed.

## 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

|  |          |
|--|----------|
| Leadership                                       | 4 - Good |
| Leadership and management of staff and resources | 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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