

Richmond, Beatrice Child Minding

Inverurie

Type of inspection:
Unannounced

Completed on:
27 October 2025

Service provided by:
Beatrice Richmond

Service provider number:
SP2003901088

Service no:
CS2003002400

About the service

Beatrice Richmond provides a childminding service from their property in a quiet residential area in the village of Daviot in Aberdeenshire. The childminder is registered to provide a care service to a maximum of six children at any one time under the age of 16, 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.

The service is close to the local primary school, a park and walks. The children are cared for in the living room, kitchen and have access to a downstairs toilet.

There were two children present during the inspection.

About the inspection

This was an unannounced inspection which took place on 27 October 2025 between 08:10 and 08:50 and 15:30 and 17:30. 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:

- spent time with children using the service
- received one completed questionnaire from families
- assessed core assurances, including the physical environment
- spoke with the childminder
- 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 received warm and caring interactions from the childminder.
- Children could lead their own play, accessing a range of appropriate resources to support this.
- Children had fun and were well settled in the childminder's care.
- Children and their families were beginning to be involved in the development of the service. The childminder should continue to develop this.
- The childminder should now use the new 'Quality Improvement Framework for Childminders', with a focus on evaluating the impact of changes on 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	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

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 was working in accordance with the service's aims and objectives, which were evident in their practice during the inspection. These aims reflected a commitment to providing a nurturing and responsive environment for children. While the childminder had not yet involved children and families in a review of the aims and objectives, they recognised the value of doing so. This would help ensure the service continues to meet the evolving needs of children and families, while also supporting families to understand what they can expect from the service.

The childminder understood the importance of using the views of children and families to inform the development of the service. They used informal methods such as face-to-face chats and messaging apps to gather feedback, which they found to be effective. Parents regularly shared positive comments, including examples of children enjoying their time at the setting. For instance, one child proudly took a bracelet they had made to school to show their friends. The childminder was responsive to children's interests, acting on their suggestions by purchasing new craft materials to support their play. We discussed how feedback from families could be used more formally to shape future developments within the service.

Self-evaluation was supporting improvement. The childminder had started using 'A quality framework for day care of children, childminding and school-aged children' to reflect on their practice. They also used quizzes to test their knowledge, which they found helpful for identifying areas for development. We advised the childminder to now use the new 'Quality Improvement Framework for Childminders', with a focus on evaluating the impact of changes on outcomes for children. This will support continuous improvement and help ensure children experience high-quality care.

The childminder demonstrated increased knowledge and understanding of best practice guidance since their last inspection. They were able to describe how they had used this to improve the safe management of medication. Engagement with current guidance supported the delivery of care that reflected the most up-to-date research.

Since the last inspection, the childminder had reviewed and updated policies and procedures. This supported the delivery of a good quality service and ensured that practice was aligned with current expectations.

Children play and learn 4 - Good

Play, 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 were happy, relaxed and having fun in the childminder's care. They were encouraged to lead their own play through free access to a range of resources, supporting choice and independence. This approach promoted children's autonomy and contributed to their enjoyment and engagement.

A variety of quality, developmentally appropriate toys and materials were available to support children's play and learning. These included role play items, construction sets, small world toys, craft materials and games. Such resources encouraged creativity, problem solving and imaginative thinking. Literacy and numeracy were embedded in play through the provision of mark-making materials, books and games, supporting children's skills in a meaningful and enjoyable way.

The childminder was responsive to children's current interests and actively involved them in decisions about their play. For example, children participated in sorting and organising resources, which helped them understand what was available and also promoted ownership of their space. Children spoke enthusiastically about their craft activities, including drawing and cutting out dinosaurs and making pom-poms, demonstrating pride in their creations. The childminder showed a good understanding of child development and was committed to ongoing professional learning. They regularly accessed articles on the SCMA website and used the Care Inspectorate HUB to enhance their knowledge. The childminder had begun using age and stage development checklists to support planning and assessment. Discussions during the inspection explored how this could be expanded further, including setting personal goals with older children attending before and after school.

Children benefited from regular opportunities for fresh air and exercise. They explored their local area while walking home from school and enjoyed outings during holidays, such as walks to the estate and garden centre. These experiences supported children's physical development and helped them build a sense of belonging within their community.

Children's safety was well supported. The childminder had recently completed an 'escorting course' to ensure safe travel to and from school. Risk assessments had been reviewed and updated since the last inspection, identifying potential hazards and appropriate mitigations. The childminder also supported children's awareness of risk through discussion and role modelling, particularly during walks in the community.

Children are supported to achieve 4 - Good

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.

Children experienced warm, nurturing care that supported their emotional wellbeing and development. Positive relationships had been formed between the childminder and the children, which were evident in the caring and respectful interactions observed. These relationships helped children feel safe, secure and valued, promoting their confidence and self-esteem. The childminder demonstrated a strong understanding of each child's individual needs, interests and personalities. They were able to speak confidently about children's preferences both within and beyond the setting. This enabled the childminder to plan and provide experiences that built on children's strengths and supported positive outcomes.

Children were observed to be happy, secure and settled. A parent told us they had a good relationship with the childminder and were happy with the care and support their child receives. They said, "We are having small chats every day on drop off and pick up times about how the day has been. All information or any changes are discussed straight away. My child seems happy to go to [the childminder's, so I do think that says a lot." Through conversations the childminder had gathered feedback which highlighted parents were happy with the care their children received.

Children's health and wellbeing were promoted through daily routines and practices. On returning from school, children enjoyed a sociable snack time sitting together at a table in the living room. They were offered a choice of fruit, crackers and cheese, in line with Setting the Table, the national guidance for healthy eating. This relaxed and inclusive environment encouraged conversation and strengthened peer relationships, while also supporting healthy eating habits.

Each child had a personal plan in place, developed in partnership with families. These plans contained relevant information to support the childminder in meeting children's individual care and wellbeing needs. This collaborative approach ensured continuity of care and reflected the childminder's commitment to working closely with families.

The childminder had effective systems in place for the safe management of medication. Since the last inspection, they had reviewed and updated their medication policy and procedures. Parental permissions were obtained, and a clear format was used to record administration. Medication was stored securely in a labelled box, contributing to children's safety and wellbeing.

The childminder had developed warm, trusting relationships with families, contributing to a strong sense of partnership. Informal chats at pick-up time provided opportunities to share updates and connect personally, with conversations often including topics such as holidays and grandchildren. These interactions reflected the long-standing nature of relationships established with some families, with the childminder knowing family members by name and showing genuine interest in their lives. Parents currently did not enter the setting and pick-ups took place at the door. The childminder had reflected on this practice and was signposted to the Care Inspectorate's practice note 'Me, My Family and My Childcare Setting' to support further consideration of inclusive and welcoming approaches.

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 improvement to the service and ensure good outcomes for children the childminder should develop their quality assurance systems.

This should include, but is not limited to:

- a) Involving children and families in a meaningful way to help develop the setting.
- b) Ensuring quality assurance systems, including the use of quality audit tools, are embedded into practice.

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).

This area for improvement was made on 1 May 2024.

Action taken since then

The childminder was responsive to children's interests, acting on children's and parent's suggestions by purchasing new craft materials to support their play. We discussed how feedback from families could be used more formally to shape future developments within the service.

Self-evaluation was supporting improvement. The childminder had started using 'A quality framework for day care of children, childminding and school-aged children' to reflect on their practice. They also used quizzes to test their knowledge, which they found helpful for identifying areas for development. We advised the childminder to now use the new 'Quality Improvement Framework for Childminders', with a focus on evaluating the impact of changes on outcomes for children.

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	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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