

Dyer, Jean Child Minding

Glasgow

Type of inspection:
Unannounced

Completed on:
5 November 2025

Service provided by:
Jean Dyer

Service provider number:
SP2003903684

Service no:
CS2003006272

About the service

Jean Dyer provides a childminding service from the family home in the Cardonald area of Glasgow. They are registered to provide care to a maximum of six children at any one time under the age of 16, of whom a maximum of six will be under 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 the childminder's family.

At the time of inspection, one child was present.

Children were cared for in a comfortable living room. They had access to a large secure multi-level rear garden, conservatory area and downstairs bathroom. The service is close to local amenities such as, schools, community centres, shops and parks.

About the inspection

This was an unannounced inspection which took place on 5 November 2025. 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 children using the service
- spoke with the childminder
- reviewed electronic feedback from five families
- 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 inspection, no improvements were identified relating to core assurances.

Key messages

- Children experienced, warm, loving and nurturing interactions from a childminder that knew them well.
- Children were relaxed, calm and having fun in the care of the childminder.
- Children's play, learning and development were enriched through experiences in the local and wider community.
- Quality assurance, self-evaluation and improvement planning were meaningful and having a positive impact on outcomes for children and families.

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	5 - Very Good
Children play and learn	5 - Very Good
Children are supported to achieve	5 - Very Good

Further details on the particular areas inspected are provided at the end of this report.

Leadership 5 - Very Good

We found major strengths in this aspect of the setting's work and identified very few areas for improvement, therefore we evaluated this quality indicator as very good.

Quality indicator: Leadership and management of staff and resources

The childminder cared deeply about the service they provided for children and families. Meaningful aims and objectives were in place and shared with parents prior to registration. This supported parents understanding of the care provided and helped them choose a service that was right for them and their child. We found aims and objectives were reflected in the ethos and practice of the service. For example, offering a safe, secure service where children are relaxed and happy in the childminder's care. Parental feedback also highlighted this. Comments included, "my child's face lights up when they are dropped off. They are always happy and content in [the childminders] presence" and, "[the childminder] offers a supportive environment for children that is fun, safe and happy".

The childminder was committed to improving the service and used best practice guidance such as the Care Inspectorate quality framework for self-evaluation. This supported the childminder to identify strengths and areas for improvement. The information gathered was used to inform priorities within the service improvement plan. We viewed some progress being made within the plan and the positive impact this had. For example, improvements to the garden area to support children's play and learning had been identified. The rear garden had been landscaped to turn a steep slope into a play space with multi-levels that provided children with a safe and secure place to play. Children now had areas for rest, relaxation and eating, and spaces for riding wheeled toys, using seesaws and slides. This had a positive impact on children's development and wellbeing.

Parents and children's views were important to the childminder. Formal and informal consultation methods were used to support parents to contribute their views. This included questionnaires and daily chats. Parents agreed they were involved in developing the service and commented, "I am asked what's important to me" and "my feedback is sought often". We saw that children were listened to, and their ideas and interests were used to influence activities and outings. This helped children feel respected and sent the message their voice mattered.

Quality assurance processes supported ongoing improvement. A monitoring calendar was used to ensure systematic auditing of key aspects of the service such as, personal plans, planning for learning, self-evaluation and reviewing and updating policies. This supported the childminder in meeting children's needs effectively and contributed to the delivery of quality care.

The childminder had a very good understanding of their professional responsibilities and worked within their conditions of registration. The childminder's husband was employed as an assistant within the service and played a key role in children's experience through providing safe transport for them. The childminder understood the importance of training for themselves and their assistant to support their continuous development of professional skills and knowledge. Both completed regular training such as, child protection and paediatric first aid. This meant children's safety and wellbeing were protected.

Children play and learn 5 - Very Good

We found major strengths in this aspect of the setting's work and identified very few areas for improvement, therefore we evaluated this quality indicator as very good.

Quality indicator: Playing, learning and developing

Children were relaxed, happy and engaged in their play. They were encouraged to choose resources from the small conservatory and bring them to the adjoining living room where it was warmer, and they had more space to move freely for play. This promoted children's choice and independence in leading their own play and learning to suit their interests. Parents commented positively about play and learning experiences for their children and told us, "[the childminder] always strives to do the best for the children in their care. Taking them to clubs, parks, and doing activities such as baking and arts and crafts. My children love going".

The childminder was skilled in interactions to support children's play and learning. They used age appropriate comments and questions to extend children's thinking and problem solving skills when using puzzles and shape sorters. The childminder was responsive to children's play cues. For example, a child crouched down behind a chair and when they popped up the childminder responded by saying "boo". This sparked a game of peek a boo that created lots of fun, excitement and giggles of joy, and was revisited many times throughout the day.

Literacy, numeracy and language development were naturally promoted through resources, play and interactions. The childminder modelled language and named objects to support children's developing language skills. There were lots of opportunities for singing songs and rhymes that were further enhanced through the use of musical instruments. This sustained young children's interest and engagement for prolonged periods of time.

Children's learning and development was being monitored through personal development plans. Observations, photographs, developmental trackers and evaluations highlighted progress children were making. One parent commented, "[the childminder] has been great in helping develop our [child's] skills, qualities and abilities". Children's learning plans were shared with parents, alongside daily updates. This supported parents to feel meaningfully involved in their child's play, learning and development.

Children's play learning and development was further enhanced through outdoor play and strong links to the local and wider community. Children accessed local groups that used music songs, stories and games. This supported children's social skills as they connected and interacted with a range of children from the local area. Access to outdoor play in the garden, local green spaces and parks provided opportunities for exploring nature as they participated in activities such as, climbing trees, collecting pine cones and making animals from mud. These experiences contributed positively to children's overall development and enhanced their wellbeing.

Children are supported to achieve 5 - Very Good

We found major strengths in this aspect of the setting's work and identified very few areas for improvement, therefore we evaluated this quality indicator as very good.

Quality Indicator: Nurturing care and support

Children were happy, settled and relaxed in the childminder's care. They experienced warm and loving interactions which supported them to feel safe and secure. The childminder knew children well and were attuned to their needs. Hugs, gentle touch and words of reassurance supported positive attachments with the childminder. Parents spoke positively of the nurturing care their children received. Comments included, "[the childminder] loves the kids like her own" and "[the childminder] is such a lovely person and her genuine love for the children she looks after is clear".

The childminder understood the importance of transitions for children that were new to the service. They worked together with parents to create an approach that met children's individual needs and supported their wellbeing. This included adapting the length of settling in sessions that went at the pace of the child. The childminder deeply cared for the children in their care and strived to provide a home from home environment. Parents valued this approach and told us, "[the childminder] provides a home away from home. We wanted a childminding service that felt like it wasn't an establishment or childminder, more like a grandparent or family member. We wanted our child to feel like they weren't being left somewhere unknown and [the childminder] gave us that".

Personal plans were created in partnership with parents and contained information which supported children's individual needs. An 'all about me' section provided parents and children with opportunities to contribute to the plan. Plans were being reviewed and updated on a regular basis. This ensured the childminder had the most up to date information to consistently meet children's needs. Plans linked to wellbeing indicators, and photos, observations and personal development plans documented children's progress in their development and learning.

Children experienced calm and relaxing routines throughout the day. Their personal care needs were met with respect and promoted dignity. Mealtimes were relaxed and unhurried and food provided met children's dietary needs and preferences. Children sat at the living room table and were well supervised. This helped promote safe eating and opportunities to chat to promote language development. The childminder was aware of children's sleep routines and followed safe sleep practices, such as, children lying flat to sleep and implementing safe sleep checks. Children typically slept on the sofa. We discussed the potential risk of falling and suggested children slept in the available travel cot as a safer alternative.

Connections with families were at the heart of service. Parents were warmly welcomed at the beginning and end of each day. The childminder took time to chat with parents and share information about their child's day. This contributed to strong trusting relationships between the childminder and parents. One parent told us, "I have known [the childminder] for over a year and trust them implicitly with my child's welfare". Families were invited to celebrate children's success with an end of year talent show. This contributed positively to children's confidence and sense of achievement, and supported families to feel valued and included.

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

Communication with parents must be improved, to ensure they are fully informed of their child's day at the service. Information should include children's settling in/transitions to the service. Personal/support plans must be completed, to identify strategies on how children can be best supported and how transitions will be managed. These must be completed in consultation with parents.

This area for improvement was made on 25 April 2022.

Action taken since then

Parents are fully informed of their child's day through daily conversations at hand over times. In addition parents receive updates on a continuous basis throughout the day of their child's wellbeing and experiences through an online app. Personal plans are completed and regularly reviewed and updated in partnership with parents to reflect children's current needs, including during times of transition. This supported the childminder to consistently meet the needs of individual children in their care.

Therefore we were satisfied this area for improvement had been met.

Previous area for improvement 2

The childminding assistant should undertake a child protection awareness course at the earliest opportunity.

This is to ensure care and support is consistent with the Health and Social Care Standards which state that: "I am protected from harm, neglect, abuse, bullying and exploitation by people who have a clear understanding of their responsibilities" (HSCS 3.20).

This area for improvement was made on 26 July 2018.

Action taken since then

The childminding assistant has completed child protection training and participates in this on an ongoing annual basis.

Therefore we were satisfied this area of improvement had been met.

Complaints

Please see Care Inspectorate website (www.careinspectorate.com) for details of complaints about the service which have been upheld.

Detailed evaluations

Leadership	5 - Very Good
Leadership and management of staff and resources	5 - Very Good
Children play and learn	5 - Very Good
Playing, learning and developing	5 - Very Good
Children are supported to achieve	5 - Very Good
Nurturing care and support	5 - Very Good

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