

MacKay, Gillian Child Minding

Glenrothes

Type of inspection:
Unannounced

Completed on:
18 November 2025

Service provided by:
Gillian MacKay

Service provider number:
SP2003904567

Service no:
CS2003007616

About the service

Gillian MacKay provides a childminding service from their property in a quiet residential area of Glenrothes. The childminder is registered to provide a care service for a maximum of eight children up to 16 years of age. Numbers are inclusive of the childminder's own children. At the time of inspection, the childminder was only providing care for school aged children and was registered for three children.

The service is close to local primary schools, shops, parks and other amenities. The children are cared for downstairs in the kitchen/diner and living room. They use the upstairs bathroom and have access to the front garden.

About the inspection

This was an unannounced inspection which took place on 17 November 2025 between 15:15 and 16:25 and on 18 November 2025 between 15:30 and 16:30. Feedback was given to the childminder on 19 November 2025 at 10:30. This 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 throughout the inspection year.

To inform our evaluation we:

- spent time with two people using the service
- received one completed questionnaire
- 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.

Key messages

- Families had developed strong and trusting relationships which enabled open communication about children's needs.
- The childminder had effective quality assurance processes in place which supported ongoing development of the service.
- The childminder demonstrated a clear understanding of how children learn and develop which supported high-quality experiences.
- The childminder provided a warm and welcoming environment that supported children and families to feel valued and respected.
- The childminder worked in partnership with families which helped to meet children's needs and improve outcomes.
- Achievements were celebrated with praise and encouragement which supported children's engagement and self-esteem.

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

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.

Leadership and management of staff and resources

The childminder was committed to providing high quality care and support for children. Families had developed strong and trusting relationships with the childminder which enabled open communication about children's needs. These positive relationships enabled the smooth and responsive running of the service.

Families benefited from the childminder having clear aims and objectives for the service. When children joined, families received an information booklet outlining the childminder's vision and aims which helped parents feel informed and supported positive relationships.

The childminder actively sought and valued families' views, maintaining regular communication through text messages and daily conversations. This approach promoted partnership working and supported continuity of care between home and the service. Families were also welcomed into the childminder's home during collection at the end of the day, fostering a warm and inclusive environment.

The childminder had effective quality assurance processes in place which supported ongoing development of the service. Children's and families' views were actively sought and valued through both formal and informal methods, including regular conversations. Formal feedback was gathered using questionnaires, enabling the childminder to understand children's opinions and preferences. As part of identified improvement priorities, the childminder had enhanced the front garden. This demonstrated a commitment to continuous improvement and ensured children experienced a service that responded to their needs and promoted positive outcomes.

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 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.

Playing, learning and developing

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 arts was supported by offering additional materials to encourage exploration and investigation. This reflected how the childminder responded effectively to children's interests and promoted their play and learning.

Children had regular opportunities for outdoor play, including access to the newly developed gazebo in the front garden. Although the front garden was not used during the inspection, children spoke positively about visits to the local park, and parents shared favourable feedback on the outdoor experiences provided. These opportunities supported children's health and wellbeing and strengthened their connection to the local community.

The childminder demonstrated a clear understanding of how children learn and develop which supported high-quality experiences. They worked in partnership with families to promote children's wellbeing and development. Recently introduced progress reviews highlighted children's successes and achievements and these were shared with families. The childminder used this information to identify new skills and plan next steps to further support children's learning. This could be further developed to plan next steps with the children and also to obtain feedback from families. This would strengthen the recognition of children's learning and progression.

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.

Nurturing care and support

The childminder provided a warm and welcoming environment that supported children and families to feel valued and respected. A family shared "[child] really love to go to Gillian's often choosing to go even if it's not a necessity". The transitions between setting, for example from school to the childminder's home had been considered and were effectively managed. This supported the children to feel confident and respected in a safe and caring environment.

Families were warmly welcomed into the childminder's home and actively involved in their child's play and learning experiences. The childminder provided regular opportunities for effective communication, ensuring information was shared consistently with families. Daily discussions at drop-off and pick-up supported ongoing dialogue about the child's day. Written updates were shared through text messages to keep families informed. When sensitive matters arose, the childminder arranged home visits to agree on supportive strategies, maintaining respect for the child throughout. This collaborative approach fostered positive partnerships with families, contributing to high-quality care and support for children.

Each child had an individual personal plan containing detailed and relevant information to support their specific needs. These plans were reviewed with parents every six months to ensure they remained current and responsive. The childminder worked in partnership with families which helped to meet children's needs and improve outcomes. We discussed potential next steps to strengthen practice by incorporating children's views, this would ensure children's voices are captured and reflected in the care they wish to receive.

Mealtimes were sociable and took place at the dining table, encouraging conversation, connection and the development of table manners. The childminder provided snacks and joined the children at the table, creating opportunities to reflect on their day at school. Children were supported to make choices about what they would like for snack, and independence was promoted through tasks such as spreading butter on toast. Discussions about healthy and less healthy foods helped children to learn about nutrition and supported them to make informed, healthy choices.

The childminder's responsive interactions were warm and supportive, contributing to children's communication development. For example, understanding when to engage in play and when to step back and offering opportunities for children to explore at their own pace. Achievements were celebrated with praise and encouragement which supported children's engagement and self-esteem.

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 demonstrate how positive outcomes for children are achieved, the childminder should continue to develop quality assurance by implementing more formal systems that enable them to self assess and evaluate the service provided.

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 a robust and transparent quality assurance process" (HSCS 4.19).

This area for improvement was made on 1 October 2024.

Action taken since then

The childminder has established effective quality assurance processes that support ongoing self-evaluation and continuous improvement. These systems have led to positive changes that enhance experiences and outcomes for children and families.

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
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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