

Beattie, Jane Child Minding

Glasgow

Type of inspection:
Announced (short notice)

Completed on:
25 November 2025

Service provided by:
Jane Beattie

Service provider number:
SP2016988304

Service no:
CS2016349474

About the service

The childminder provides the service from their home in a ground floor flat in the Finnieston area of Glasgow.

The service is registered to provide a care service to a maximum of four children at any one time up to 16 years of age, of whom no more than three are not yet attending primary school and of whom no more than one is under 12 months. At the time of the inspection there were three children present.

Children are cared for in an open plan area consisting of a lounge and kitchen. The accommodation consists of toilet facilities. The communal garden is used by children under the childminder's supervision. The service is close to schools, transport routes, play parks, shops and community services.

About the inspection

This was an unannounced inspection which took place on 24 November 2025. The inspection was carried out by two inspectors from the Care Inspectorate. One inspector was shadowing as part of their induction process.

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
- reviewed feedback from four parents and carers whose children attend the service
- observed practice and the childminders interactions with children
- spoke with the childminder
- 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

- The childminder committed to ongoing professional development.
- Quality assurance could be strengthened to support with improvements to the service.
- Children were settled, happy, and engaged in play.
- Regular community visits enriched children's experiences.
- Warm, nurturing interactions from the childminder promoted children's comfort, emotional security and wellbeing.
- The childminder had developed and maintained strong relationships with children, parents 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	4 - 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 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's vision, values, and aims were clearly communicated to families, fostering a shared vision of the service. Observations confirmed the values of an inclusive, fun and stimulating environment were embedded in daily practice. This contributed to a positive environment for children and ensured that each child's individual needs, interests, and developmental progress were effectively supported.

The childminder had recently engaged in a process of self-evaluation, identifying both strengths and areas for development. This reflective practice informed the creation of a clear and targeted improvement plan to enhance the quality of the service. The childminder had identified some improvements could strengthen children's personal plans. We agreed they could be improved by regularly reviewing children's 'All About Me' records to ensure they reflect current developmental stages. This marks a positive beginning to self-evaluation and demonstrates a commitment to continuous improvement.

Although no medication was present during inspection, a review of records showed almost all administration records had been completed. However, one recent record did not contain the medication name or include a parent signature to acknowledge medication had been provided. Enhanced quality assurance processes will support the childminder in identifying improvements to promote children's health, safety, and wellbeing.

The childminder demonstrated proactive planning by using an annual calendar to schedule key tasks. These included continuous professional development, the review of policies and procedures and risk assessments as part of their quality assurance processes. Policies were regularly reviewed. During our discussions, we suggested enhancements to some policies to further strengthen practice. The childminder was receptive to this feedback and agreed to make the policy developments. We were confident these would be taken forward.

The childminder demonstrated a strong commitment to ongoing professional development. They actively engaged in opportunities to refresh and enhance their skills, knowledge, and understanding. The childminder shared with us how opportunities enhanced their learning and skills, and how this, in turn, positively impacted their practice. One parent told us, "[The childminder] is fabulous. The childminder genuinely enjoys their job and my [child] and the children love being with them. [The childminder] is committed to their own development and how they can make the experience of the children better."

Families were consistently kept informed through daily verbal updates and digital communication. The childminder valued the input of families, seeking their views through face to face discussions and questionnaires, which returned positive feedback. All parents agreed and one parent told us, "[Childminder] is an honest, open-minded and sympathetic professional with whom I can discuss anything. Their door is always open. They are always finding ways to improve the service which I find great already." We discussed with the childminder self-evaluation could be enhanced by incorporating more views from children. This approach would strengthen and support children to influence meaningful improvements within the service.

Children play and learn 5 - Very Good

Playing, learning and developing

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.

Children were observed to be happy, engaged, and having fun. The childminder demonstrated a highly responsive approach to children's interests and choices, actively supporting their rights and empowering them to lead their own play and learning. This conveyed to children that their views and preferences were valued, fostering a sense of respect and inclusion. Children told us, "I like going to the park, spending time with [childminder], doing arts and crafts" and "This is so fun. I like playing."

Children engaged in a variety of play experiences that supported the development of their language, literacy and numeracy skills. They explored their creativity and imagination through art and craft activities, such as designing and creating elves and reindeers. Singing and dancing activities, including the use of a microphone, provided opportunities for self-expression and confidence building. One child sang songs in Gaelic, reflecting cultural inclusion and diversity.

Children's achievements were acknowledged and praised, promoting children's, confidence, self-esteem and engagement.

A wide selection of toys, games and books were accessible to the children and encouraged choice and independence to suit their interests and choices for play. Children regularly participated in outdoor play in local parks and the childminder's communal garden, supporting children's health and wellbeing. Community visits to places such as libraries, community garden, and soft play areas enriched learning experiences, fostered confidence and a sense of belonging within their local community.

The childminder provided an environment where children could play and learn at their own pace. Opportunities were offered for social interaction, supporting children to play collaboratively, while individual preferences for solitary or parallel play were respected. This balanced approach promoted emotional regulation and the development of social skills, fostering independence and confidence in a nurturing environment.

The childminder was skilful in their interactions and engagement with the children. There was a balance of the childminder allowing children to have freedom to play, explore and be challenged. The childminder engaged in play, used purposeful questioning to extend learning, and observed verbal and non-verbal cues to judge when to intervene or step back. This approach promoted independence, confidence, and curiosity.

Weekly updates were shared with families, including photographs and narratives of the children's play and learning experiences. These supported families to be informed. This fostered strong partnerships, encouraged parental feedback, and supported continuity in children's learning by enabling parents to build on their child's experiences at home.

Children are supported to achieve 5 - Very Good

Nurturing care and support

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.

The childminder had a very warm and nurturing relationship with the children, who were settled and comfortable in their care. Children's care and learning routines were delivered with kindness and compassion. The childminder responded warmly to the children, providing cuddles, followed their cues, interests and wishes throughout our visit supporting their emotional wellbeing and development.

The childminder demonstrated a strong understanding of the importance of supportive transitions for children. Transitions were tailored to meet the individual needs of children supporting them to feel secure and confident throughout the process. Chronology records were effectively used to monitor and evaluate transition strategies, supporting progress and continuous improvement.

Children were provided with a nutritious snack. These were prepared to account for children's dietary requirements supporting children's health and wellbeing. The childminder supervised and engaged with the children during the mealtime, creating a safe, sociable, and relaxed environment.

Many infection control practices promoted a safe environment for children. For example, environments were clean. However, children and the childminder needed to wash their hands more consistently to prevent the potential spread of infection. We also asked the childminder to clean tables before children have mealtimes to reduce the risk of cross contamination.

The childminder worked closely with families to understand each child's needs and routines, ensuring continuity of care and individualised support. Their in-depth knowledge of children's individual preferences and routines contributed to a safe, secure, and nurturing environment.

Personal plans were in place for children and were created in partnership with families. The plans included contact details, health and medical information and all about me information for children. Observations confirmed that the childminder actively used these plans to engage with children's interests, support progression, and maintain a consistent and nurturing environment. Regular updates to the plans demonstrated responsiveness to children's evolving needs and developmental progress.

Families were warmly welcomed into the childminder's home, fostering positive relationships, involvement, and a strong sense of belonging. Secure attachments had formed between the childminder and the children, promoting comfort, security, and emotional wellbeing. Parents told us, "[Childminder] is a wonderful childminder, attuned to the children's needs and preferences. They provide safe, enjoyable, nurturing activities for the children. They are knowledgeable, personable, sympathetic. They deserve the highest praise for what [childminder] does. My [child] goes to the service singing their name" and "[Childminder] takes the time to ask how my [children] are and takes into account anything I tell them and adapts the plans for their day based on my children's needs as appropriate."

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	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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