

Skelton, Katrina Child Minding

Hawick

Type of inspection:
Unannounced

Completed on:
10 December 2025

Service provided by:
Katrina Skelton

Service provider number:
SP2003908817

Service no:
CS2003014349

About the service

Katrina Skelton provides a childminding service which is registered with the Care Inspectorate to care for a maximum of 6 children at any one time up to 16 years of age: of whom no more than 6 are under 12 years; of whom no more than 3 are not yet attending primary school and; of whom no more than 1 is under 12 months.

From 06 January 2026 until 30 June 2026 (or before if a child leaves the service) on a Tuesday during term time the childminder may care for a maximum of 6 children at any one time (as identified in the variation request dated 08 September 2025) up to 16 years of age: of whom no more than 6 are under 12 years; of whom no more than 4 are not yet attending primary school and; of whom no more than 1 is under 12 months. Numbers include the children of the childminder's family/household.

The childminder is registered with the local authority as a partner provider for funded childcare to 3-5 year olds.

The service is provided from the family home in the village of Newcastleton in the Scottish Borders. The area is rural. The childminder makes regular use of community groups and the local area for outdoor experiences. The home provides children with an area in the lounge for their play and access to a large kitchen dining area for meals, arts and crafts.

About the inspection

This was an unannounced inspection which took place on 02 and 10 December 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.

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.

In making our evaluations of the service we:

- spoke with three children using the service
- reviewed comments from four parents who responded to our MS questionnaire
- spoke with the childminder
- assessed core assurances, including the physical environment
- observed the childminders practice and experiences for the minded children
- reviewed documents.

Key messages

- The childminder interacted with children in positive and supportive ways which met their individual needs, rights and choices.
- The childminder knew children well, and provided a wide range of experiences which supported their interests, learning and development.
- Children were having fun and felt safe and secure in the warm, welcoming homely environment.
- Positive relationships and ongoing communication with families promoted continuity of care.
- Quality assurance and self-evaluation led to improvements that promoted positive 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	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 significant strengths in aspects of the care provided and how these supported positive outcomes for children, therefore we evaluated this quality indicator as very good.

Quality indicator – Leadership and management of staff and resources.

Children experienced high-quality childcare based on the childminders vision, values and aims. These were shared with parents before their children started in the service. The vision, values and aims had been reviewed to ensure that they continued to inform the childminders practice and the aspirations that they and parents had for children.

Parents agreed that the childminders practice reflected the vision, values and aims. "Katrina is approachable, professional and actively seeks to foster and build good relationships with me as a parent but also with our extended family (grandparents). She creates a community feeling that hugely benefits not just the (children) but us as a whole family." This reflected the aim to develop a good relationship with parents, taking time at the end of each day to give a verbal report on the days events and activities.

The views of parents and children were important to the childminder. The childminder used discussion and sought feedback to help parents contribute to the development of the service. Parents strongly agreed that they and their children were meaningfully involved in the development of the service. "Great communication and formal/informal opportunities to be involved in developing Katrina's exceptional childminding service." 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.

The childminder had considered the quality of their service and familiarised themselves with the self-evaluation framework 'A quality improvement framework for the early learning and childcare sectors: childminding' (Care Inspectorate, 2025). The childminder had used the quality improvement framework and current good practice documents such as 'Setting the Table' to evaluate aspects of their service. Self-evaluation had been used to develop an improvement action plan to ensure that children benefitted from a continuously improving service.

Children play and learn 5 – Very Good

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children, therefore we evaluated this quality indicator as very good.

Quality indicator – Playing, learning and developing.

Children were relaxed, happy and engaged in their play. The childminder had a very good understanding of child development and had used their childcare qualification to provide a range of high-quality play and learning opportunities. The home was organised to provide children with space to move freely for their play. For example there craft and making activities available in the kitchen and imaginative play resources in the living room. This promoted children's choice and independence in leading their own play.

Children told us that they went out on trips and outings. They showed us photos of the garden area that they had developed with a member of the local community and were very excited to be going to a

community Christmas celebration. The involvement in the wider community enhanced children's feelings of belonging and extended their social experiences. Parents commented very positively on the range of activities their children took part in. "Taking them to clubs, parks, and doing activities such as baking and arts and crafts. My children love going." "My child is involved in all aspects of learning by play, covering STEM, life skills, and learning about the world. This is shown to me by the conversations that I have with my child when they can tell me about new things that they have learned, show me things that they have found or things that they have made. Arts, crafts, cooking and baking help with their fine motor skills." "My child gets a well rounded pre school education that focuses on learning by play and is gaining valuable life skills." "The children have plenty of opportunities to go outside on lots of walks, they have been on bug hunts, built story sticks, walks to meet local animals (alpacas, ponies, donkeys, sheep, lambs, bird watching etc). When weather is good they use chalk to make drawing outside, a favourite is getting to throw stones into the river (this also teaches my child about safety as well as STEM skills). We are also fortunate enough to have a local play park to play at and the children are encouraged to use their imaginative play there at the "ice-cream shop" and "ticket booth."

Planning for play and learning took account of children's interests and intentional learning opportunities. Children's learning journals evidenced the wide range of play and learning that took place both indoors and outdoors. Children were excited to tell us about the planned journey on the train which was clearly linked to learning outcomes for individual children.

The use of observations of children at play, which were added to children's learning journals and the use of developmental trackers enabled the childminder to share children's learning and development progress with parents. Children's achievements were celebrated through wall displays and photos which children used to reflect on their experiences.

Children are supported to achieve 5 - Very Good

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children, therefore we evaluated this quality indicator as very good.

Quality indicator - Nurturing care and support

Children were well supported by the childminder who knew them and their individual needs very well. Children's routines, needs and personalities were used to promote an environment where children felt safe, loved and secure. The childminder provided consistency and a predictable pace of the day for children. This helped them become familiar with routines and be settled in the service.

The childminder had forged strong relationships with children and their parents. Children were very relaxed and 'at home' with the childminder who understood how to promote and support positive friendships between children. This resulted in a calm and fun environment in the home. Parents commented on the positive relationships that the childminder had with them and their children. "Katrina is so personable, kind and understanding. She is patient and tries to make situations work best for the parent. I know that my children love spending time with Katrina." "Close relationship with Katrina, helped by the ratio/small group of children. Exposure to lots of opportunities in our local community. They are happy, loved and valued." "Katrina is responsive and nurturing in caring for (our children's) and their needs."

Meals provided children with a valuable and relaxed social experience. Children ate at a small table in the kitchen well supported and monitored by the childminder. They enjoyed the varied home cooked foods which had been adapted to meet the reviewed good practice guidance 'Setting the Table'. Very good

opportunities for children to develop skills around meal times and practice self help skills had been provided. For example, making their own fruit kebabs, pouring drinks and helping to clear up.

Personal plans were in place for all children and most contained information that helped meet their individual needs. Information was shared with parents each day and at reviews. Strategies to support children, where they needed additional input monitoring or support, had been developed with parents and were regularly reviewed to ensure that progress was being made.

The childminder valued the connection that they had with families. This included parents and the wider family members. There were regular opportunities for the sharing of information and discussion about children progress and their individual needs. "I can talk to Katrina about anything relating to my children and I know that any changes/adjustments/additions etc will be made/added." "Katrina talks to us all the time about planning (my child's) care and is proactive in sending home (their) blue book and asking for updated information from us." "Katrina often welcomes us in for a chat including grandparents and actively fosters a nurturing and empathetic environment for our family."

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	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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