

# Morgan's Childminding Child Minding

Irvine

**Type of inspection:**  
Unannounced

**Completed on:**  
11 December 2025

**Service provided by:**  
Morgan Johnston

**Service provider number:**  
SP2023000092

**Service no:**  
CS2023000139

## About the service

This service registered with the Care Inspectorate on 19 May 2023. Morgan Johnston provides a childminding service from her home in the town of Kilmarnock, East Ayrshire and this is her first inspection. She is registered to care for a maximum of 6 children under the age of 16 years, of whom a maximum of 6 will be under the age of 12, of whom no more than 3 are not yet attending primary school and of whom no more than 1 is under 12 months. Numbers are inclusive of children in the childminder's own family.

The childminder had two children registered to attend at various times over the week. During the inspection three children were attending, including the childminders children.

## About the inspection

This was an unannounced inspection which took place on 9 and 11 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.

In making our evaluations of the service we:

- spoke with children attending the service
- reviewed feedback from one parent
- 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

- Children were nurtured by a childminder who was patient, kind and responsive.
- Children were having fun and using a variety of resources to meet their interests, age and stage of development.
- The childminder knew the children's individual personalities and needs well.
- The childminder was skilful in extending children's thinking through their questioning and conversation.
- A variety of well-planned experiences promoted children's imagination and independence.
- Reflective practice enabled the childminder to plan changes that supported 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 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's vision to have a loving and safe environment was clearly reflected in practice. Children were relaxed and having fun and shown love and kindness. Robust risk assessments informed most aspects of the setting and were reviewed regularly. This supported parents and children to feel confident and at ease. When new children join the service the childminder takes the time to review the vision, values and aims, with their input. Plans to involve children and families in this process ensured their voices shaped the service. This supported the delivery of high quality, child centred care.

The childminder's effective self-evaluation led to improvements that enhanced children's experiences. The childminder considered what the service was doing well, and what they needed to do to improve the service. For example, a recent review involved the childminder becoming familiar with the content of Personal Planning. Through discussion with parents they said that they would like both online format and paper copies. During inspection we seen that these have been updated and both will be available for parents in line with their wishes, from January 2026. This reflective practice enabled the childminder to plan changes that supported positive outcomes for children.

The childminder kept up to date with sector changes and best practice to ensure children's transitions, safety and learning were supported. Recent training in child protection, and paediatric first aid maintained high standards for children's health and wellbeing. Other training included, trauma informed practice, schematic play, children's rights: participation in practice and child centred planning. This supported them to develop children's play and learning. The childminder had reflected on their learning to identify future training needs. This demonstrated they recognised the importance of continuous improvement to provide high quality care, play and learning. One parent told us "The childminder is amazing my child loves dinosaurs and the childminder has supported this by providing different toys for my child to interact with and extend knowledge and fun."

Policies and procedures were regularly reviewed and reflected current legislation and best practice. These were shared with parents, so they knew what to expect from the service. This contributed to them feeling included and well informed. Overall, the effective policies and procedures were used to ensure children received high-quality care that was safe, consistent, and responsive to their needs and rights.

## 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 able to access a varied range of resources that were developmentally appropriate and supported free choice. They were engaged and experiencing fun in their play. Whilst the children were taken to school in the morning from the childminders home, together they discussed, what they want to do after school. This helped children to feel secure, and involved in choosing their play and learning.

The childminder promoted children's language, literacy and numeracy development through conversations and play. They were skilful in extending children's thinking through their questioning and conversation. The childminder played alongside the children and engaged sensitively, when needed, to extend learning. The childminder counted out loud and asked 'what if' questions to encourage children to think for themselves, solve problems and gain excitement for learning. The inclusion of high quality toys and materials further enhanced children's language, communication and understanding of mathematical concepts. These included story books, arts, crafts, jigsaws, along with games. This supported children's learning and development.

Opportunities for outdoor play were offered by regular visits to the local parks after school, this offered children the freedom to make choices and supported risky and imaginative play. Parents agreed, they told us children enjoyed "finding out where dinosaurs stayed and what they ate. Also the children, get time to relax after a busy day at school and nursery". This contributed to children having opportunities to be imaginative and lead a healthy lifestyle".

The childminder had a very good understanding of child development and how to support children's progress. Effective observations of children's play was used to plan stimulating activities and resources for both younger and older children. For example, children during the inspection had used a pop up tent, to play together in. During this time, they experienced turn taking, sharing toys and reading together. The childminder kept families informed of progress through daily conversations and secure social media platforms. They recognised and celebrated children's successes and achievements. This helped children to develop confidence and lead their play in a stimulating and creative environment.

The childminder accessed resources within the local community. They visited several local parks and the library. Children had made cards and decorations for their Christmas trees at home, inspired by the books that surrounded them. This enabled children to make social connections and feel included within their community.

## 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

We observed warm, caring and nurturing interactions between the childminder and the children. They were patient, kind and responsive, providing cuddles, praise and encouragement to meet children's needs. As a result, children were settled, confident and relaxed. This meant children felt loved and secure.

Children were cared for by a childminder who knew their individual personalities and needs well. Personal plans included important details such as what they enjoyed and needed to ensure their health, wellbeing and safety needs were met. Parents contributed to the plans and verbally shared regular feedback. The childminder noted learning and development and recorded next steps. Curriculum for Excellence curriculum document was used to explain the learning in the children's photographs on their learning journey. Photographs captured some of these observations, and comments logged the involvement of the children. This supported children's development and wellbeing.

Snack time was relaxed and unhurried. The childminder encouraged healthy eating, by providing fresh fruit, throughout the day. Parents sent snacks for before and after school, to be enjoyed in childminders home. Their water bottles were within reach to keep children hydrated. Overall this meant children experienced positive snack times that supported their wellbeing and life skills.

The childminder recognised the importance of rest and sleep for children's overall wellbeing and followed routines from home. The childminder was attuned to children's needs and responded intuitively to their cues. Children slept in a safe and comfortable space in a quiet area of the living room. We discussed how the childminder would record regular safe sleep checks ensured children's safety. This meant children's needs were met and they were kept safe whilst sleeping.

The childminder had a very good understanding of their role and responsibilities in safeguarding and protecting children. They had completed child protection training and were confident in appropriate action to take if concerns for the welfare or wellbeing of children should arise. This meant that children's safety and wellbeing was well supported.

The childminder had built strong relationships with the families, with many using the service over several years for all siblings. Families were confident the care the childminder provided contributed positively to children's wellbeing. They told us "I honestly could not ask for a better childminder. Her support has been amazing. The home is welcoming, friendly and filled with educational toys that attract my child's attention. I confidently put my child into their care knowing they will thrive" And "We receive daily communication on how our child has been during the day. And we are thrilled with the service they provide".

## Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at [www.careinspectorate.com](http://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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