

# Adams, Marysia Child Minding

Kirkliston

**Type of inspection:**  
Unannounced

**Completed on:**  
19 January 2026

**Service provided by:**  
Adams, Mrs Marysia Adams, Mrs  
Marysia

**Service provider number:**  
SP2003906389

**Service no:**  
CS2003012667

## About the service

The childminder is registered to provide a care service to a maximum of eight children under 16 years, of whom a maximum of 6 will be under 12 years, of whom no more than three are not yet attending primary school and of whom no more than one is under 12 months.

The childminding service operates from the childminder's home in Kirkliston, Edinburgh. Children have access to the living room, kitchen and toilet. The garden was directly off the living room, allowing children to have free access to play outdoors as they wished. The childminder's home is near local amenities, including schools, shops and parks.

## About the inspection

This was an unannounced inspection which took place on Thursday 15 January 2026 between 10:15 and 12:15. The inspection was carried out by two inspectors 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:

- interacted with two children using the service
- reviewed online questionnaires from five families
- spoke with the childminder
- observed practice and daily life
- reviewed documents.

As part of this inspection, we undertook a focus area. We have gathered specific information to help us understand more about how services support children's safety, wellbeing and engagement in their play and learning.

This included reviewing the following aspects:

- staff deployment
- safety of the physical environment, indoors and outdoors
- the quality of personal plans and how well children's needs are being met
- children's engagement with the experiences provided in their setting.

This information will be anonymised and analysed to help inform our future work with services.

## Key messages

- Children experienced warm, nurturing and respectful care that helped them feel safe, valued and emotionally secure.
- Record keeping and documentation need more regular updating, as personal plans, policies and information did not reflect current expectations or children's most recent needs.
- Updating personal plans more frequently and welcoming families inside would strengthen collaboration, continuity of care and effective planning.
- Strong, trusting relationships with families made the service feel like an extension of the home, supporting children's wellbeing and sense of belonging.
- Greater independence could be promoted by making resources easier for children to access and by increasing open ended play to support deeper learning.
- Families experience the service as highly personal and dependable, valuing the childminder's responsiveness, professionalism and consistent engagement.

## 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.

### Quality indicator: Leadership and management of staff and resources.

The childminder provided a warm, stable and family centred service that supported children to feel emotionally secure and confident. The childminder's vision and values were evident in positive, trusting relationships with children and families, resulting in consistent, nurturing interactions that strengthened children's wellbeing.

Families described a personal service "like an extension of family" and "like dropping our child off at a friend or relative's house", highlighting a friendly, at home approach that was "accommodating to our children's needs". Families told us that the childminder provided warm, professional leadership with clear values that made the service feel safe and organised, giving them confidence in how the service was run. Families also shared that the childminder naturally adapted their practice based on children's needs and ongoing conversations with them, showing a commitment to continuous improvement. This evidence indicated a strong emphasis on children's sense of safety and belonging.

The childminder showed an increasing understanding of self evaluation and quality improvement. The childminder had used the earlier Care Inspectorate framework, to reflect on their practice, the current framework had not yet been used and was shared during inspection. The childminder recognised that applying the new framework would support more effective quality assurance and lead to clearer benefits for children. Notes made in previous months on children's information and interests showed willingness to reflect, although self evaluation was not yet fully embedded, limiting its impact on outcomes.

The home environment was clean, tidy and well maintained. Hygiene and risk management arrangements supported children's health and safety and allowed them to move confidently and securely within the setting. This aligned with families' feedback, "I never have any doubt that my child was safe and secure while with Marysia."

Some personal plans and records were out of date and did not fully reflect children's current stages of development or wellbeing needs, reducing the effectiveness of planning and responsiveness. Policies still referred to the former Care Commission and contact information also needed updating. The child protection policy was also out of date and did not reflect current safeguarding expectations, creating a risk that procedures might not have been followed consistently. The childminder was receptive to feedback and committed to updating documents and sharing them with families (see area for improvement one).

### Areas for improvement

1. To promote well-informed and consistent care, the childminder should regularly review and update personal plans, policies and key records. This would support information to remain current and reflective of children's needs as well as relevant guidance and expectations.

This is to ensure care and support is consistent with the Health and Social Care Standards (HSCS) which

state: 'I experience high quality care and support based on relevant evidence, guidance and best practice' (HSCS 4.11).

## 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.

### Quality indicator: Playing, learning and developing.

Children were generally settled and engaged in their play, showing enjoyment and confidence. They accessed varied experiences including Duplo construction, puzzles, toy cars, card games and imaginative play.

Families told us that children were highly engaged and often don't want to leave because they enjoy the activities so much. They described a wide range of creative, outdoor and relaxed experiences that matched children's interests and stages of development. One family appreciated the breadth and thoughtfulness, noting that the childminder "did a lot of activities with the children" and was "so thoughtful" in using time well, for example creating Mother's Day flowers and gifts. One child told us they liked being able to relax and "play with toys" and especially to "play UNO", illustrating choice and motivation.

Resources were safe and in good condition, however, many items were stored in boxes and selected by the childminder, limiting opportunities for children to independently choose and lead their own play and learning. Making resources more accessible would further promote decision making, autonomy and problem solving, leading to richer play and learning outcomes.

During free play, children initially built blocks independently before joining together in a café role play. The childminder allowed play to develop naturally and supported collaboration when needed, helping children maintain positive relationships. Families observed that a mix of ages, "helped my child develop a range of social skills", aligning with the social benefits we saw in play.

During puzzles, the childminder encouraged children to look at the pictures on the box to compare colours and patterns and explore different strategies. This supported problem solving, confidence and reasoning. The childminder remained attentive to children's engagement, offering opportunities to move on when interest declined, while respecting children's choices.

Families shared that planning was child centred and informed by regular discussions about children's development. However, we observed that some learning experiences were adult led and outcome focused. Activities such as copying letters, colouring pre-drawn sheets and structured numeracy games limited opportunities for children to explore and develop a deeper understanding of early literacy and numeracy. Children would benefit from more child-led, open-ended play with accessible resources. This would support emergent writing and early mathematical thinking through everyday experiences such as counting and comparing quantities, sorting and measuring materials and mark-making within play (see area for improvement one).

The childminder described outdoor play opportunities, but these were not observed during the inspection, so the impact of outdoor learning could not be fully evaluated. The childminder recognised when children needed time to unwind after school and offered quiet, calm activities, supporting self regulation. Families

reported regular access to the back garden and local walks to and from school, with recognition that downtime after school was "massively important" for wellbeing.

## Areas for improvement

1.

To promote children's independence, creativity and problem-solving, the childminder should increase opportunities for open-ended, child-led play. Resources should be freely accessible, and play experiences should support the development of emergent writing and early mathematical skills.

This is to ensure care and support is consistent with the Health and Social Care Standards (HSCS), which state: 'I can choose suitably challenging activities and resources and can direct my own play and learning' (HSCS 1.33).

## 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.

### Quality indicator: Nurturing care and support.

Children experienced warm, nurturing and respectful care that supported them to feel safe, valued and emotionally secure. The childminder interacted calmly and kindly, creating an environment where children felt relaxed and confident. Families told us that the childminder was exceptionally nurturing, caring and tuned in to each child's emotional and physical needs. They said their children felt safe, settled and treated with genuine affection, describing the childminder as "like a second mother." Families described strong, trusting relationships where they feel listened to, respected and fully involved in their child's care, making the service feel like an extension of their own home. One family summed this up, telling us, "The childminder is amazing ... puts so much love and care into my child, we are forever thankful". This confidence in the childminder strengthened children's wellbeing and sense of belonging.

Relationships with families were a clear strength. Communication was open and regular through daily conversations and messages and families found it "easy to get in contact" and "easy to discuss children's matters". Families valued this as they told us, "The childminder takes an interest in our family life ... we regularly discuss development, new things and areas needing encouragement" and "if there was ever anything we needed to talk about, we feel listened to". These interactions supported continuity between home and the setting and timely adjustments to meet needs.

Some families preferred door step conversations due to busy routines. The childminder did not routinely invite families to enter the home during drop off or collection, which limited opportunities for deeper discussions about progress and experiences. Welcoming families inside the home would strengthen shared reflection and involvement in planning, improving continuity of care.

Some personal plans were out of date because they had not been updated in the expected six-month period. Therefore, they did not reflect children's current wellbeing needs, routines or development. Updating plans regularly in partnership with families would ensure support remained accurate, timely, and effective. The childminder agreed to review plans more consistently so that children's needs were clearly understood and met. Families confirmed that updates were shared at pick up or by message as needed, for example, potty training or sleep, which provided a strong base for making these reviews more systematic.

Families provided all meals and snacks. The childminder offered alternatives when a child did not eat their food, ensuring comfort and inclusion. Mealtimes were relaxed and social, supporting wellbeing.

To improve, the childminder should have ensured personal plans were current, reviewed regularly with families and clearly reflected children's wellbeing and development. Welcoming families into the home for more in depth discussions would have strengthened collaboration and continuity of care.

## 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	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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Care Inspectorate  
Compass House  
11 Riverside Drive  
Dundee  
DD1 4NY

[enquiries@careinspectorate.com](mailto:enquiries@careinspectorate.com)

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