

Slessor, Jane Child Minding

Fraserburgh

Type of inspection:
Unannounced

Completed on:
15 January 2026

Service provided by:
Jane Slessor

Service provider number:
SP2003900722

Service no:
CS2003002100

About the service

Jane Slessor operates from their own property situated in the coastal town of Fraserburgh, Aberdeenshire.

The childminder is registered to provide a care service to a maximum of six children at any one time under the age of 16, of whom no more than three are not yet attending primary school and of whom no more than one is under 12 months. Numbers are inclusive of children of the childminder's family. Overnight care will not be provided.

The service is close to a local primary schools, shops, parks, and other amenities. The children play mainly in the living area with access to a downstairs toilet. Children have access to a garden at the rear of the property.

About the inspection

This was an unannounced inspection which took place on 15 January 2026 between 09:30 and 14:15. 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, 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 and spoke with three of their parents/carer
- spoke with the childminder
- observed practice and daily experiences
- reviewed documents.

Key messages

- Children were cared for with warmth and kindness.
- The childminder knew children well and provided individualised care.
- Children were happy and content.
- Children played with a range of toys and games. However, opportunities for high quality play and learning could be improved.
- Quality assurance and self evaluation processes should be further developed. This should include ongoing training and professional development.

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	3 - Satisfactory / Adequate
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 3 - Satisfactory / Adequate

We evaluated this quality indicator as satisfactory/adequate, where strengths just outweighed the weaknesses.

Children and families had helped the childminder develop clear aims and objectives for the service. This collaborative approach ensured that the vision for the service reflected their aspirations and helped them feel confident about what to expect from the care provided.

The values of the service were evident in the warm and caring ethos the childminder created. However, a set of up-to-date policies and procedures were not in place to support and guide the childminder in their practice. For example, the behaviour policy did not reflect the positive approaches observed during the inspection and the complaints, medication, and child protection policies required review to ensure they referenced current guidance and up-to-date contact details for the Care Inspectorate, social work, and police. We provided the childminder with contact details for the Scottish Childminding Association (SCMA) and they agreed to seek support with updating their policies.

Children and families had some opportunities to give feedback and influence change. Parents spoken to were happy with the service and were kept informed through daily discussion and messaging. Children were asked what they wanted to do and could choose from a variety of toys and games, helping them develop independence as they made their own choices. The childminder should continue to gather feedback from children and families and use their suggestions to support continuous improvement.

Self evaluation and quality assurance processes had not resulted in significant change or improvement. However, during discussion, the childminder showed a willingness to develop their service. For example, they were keen to research and add to lose parts to improve children's play experiences. We signposted guidance, such as 'A quality framework for day care of children, childminding, and school-aged childcare' and self evaluation guidance on the Care Inspectorate Hub. This will support them to use self evaluation in a purposeful way that leads to better outcomes for children.

Training opportunities, including first aid and child protection, supported the childminder's confidence in promoting children's safety. However, they had not accessed or participated in other professional learning opportunities to support improvement and development of their service (see area for improvement 1).

Areas for improvement

1. To support positive outcomes for children and families, the childminder should ensure self evaluation and quality assurance processes are in place and promote improved care and support for children. This should include, but not be limited to, accessing training and development opportunities to develop their knowledge and skills.

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 robust and transparent quality assurance processes' (HSCS 4.19); and '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.

Children were happy and engaged as they explored a range of good quality toys and games. This included a dolls house and some small world figures that encouraged children to use their imagination. Parents told us their children enjoyed attending the service and always had plenty to do, including older children who were offered resources that reflected their interests. However, there were fewer opportunities for sensory and creative play. We suggested introducing loose parts and natural materials to encourage problem solving and creativity. The childminder agreed to research and add more of these types of resources.

There were a few opportunities to support literacy and numeracy development through play. There were a range of age-appropriate books stored in cupboards ready for children to choose. To help promote further opportunities for learning, we suggested having books on display and introducing more resources, such as notepads, pencils, and crayons. The childminder agreed to action this.

Children took part in some outdoor learning experiences and accessed some amenities in their wider community. Parents told us their children enjoyed playing in the garden during the summer. Walks to the shops and local parks helped children develop an understanding of their local community. Some children also attended groups and soft play sessions, which supported them to grow in confidence and build new friendships.

Children had fun interacting and playing with the childminder. The childminder modelled good listening and talking skills by getting down to the children's level. They supported children's learning through activities, such as making jigsaws and imaginative pretend play. Children were praised for trying new things and for their achievements, which helped build their confidence and self esteem.

Children were encouraged to share toys and play together. This helped create a positive, fun atmosphere.

Planning approaches were child-centred and responsive to children's interests. The childminder knew the children well and used this knowledge to plan learning experiences that reflected what they enjoyed. Children were also asked what they wanted to do and activities were planned based on their choices.

The childminder worked closely with children and their families to share learning, using photographs sent through WhatsApp to give parents an insight into their child's experiences. However, observations of children at play were not used to help identify next steps and support children's progress. We discussed the benefits of introducing more formal observations to strengthen planning and help track children's learning over time and the childminder agreed to take this forward.

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.

Children experienced warm, caring interactions that supported their overall wellbeing. By speaking to children at their eye level, the childminder helped them feel safe and understood. When children became upset, they were given comfort and reassurance, helping them regulate their emotions. This nurturing approach created a calm, positive environment where children were happy.

The childminder used a flexible and individualised settling process, offering visits tailored to each child's needs. This responsive approach helped new children feel comfortable and settled in the childminder's care. The childminder advised older children who attended before and after school were positive role models and enjoyed supporting and guiding younger children. This contributed to younger children developing confidence and being able to follow the daily routines effectively.

Children received consistent care that followed their home routines, including sleep and nappy changing arrangements. During the inspection, one child slept comfortably on the childminder's knee. However, at other times, children slept in a pushchair which did not support their comfort or safety. We signposted the childminder to safe sleep guidance and following the inspection they purchased a mat to support safe and comfortable sleep. Nappy changing was warm and nurturing but took place within the living area, which did not fully support children's dignity and privacy. The childminder should consider ways to ensure nappy changing routines consistently uphold children's dignity.

Children experienced positive snacks and mealtimes. Snacks were eaten at a small table in the living area and younger children sat in a highchair for lunch. The childminder sat nearby to provide support and keep children safe from choking. Parents provided packed lunches which were served in an appetising way and enjoyed by the children. The childminder provided a variety of snacks, including some with a high sugar and salt content. We signposted the guidance 'Setting the Table' and the childminder agreed to review their snack policy.

Children's wellbeing was supported through the childminder's knowledge of their individual needs. Personal plans contained information to promote children's safety and wellbeing, such as food preferences and medical needs. These were created in partnership with parents when children started at the service. However, there was limited detail around children's daily routines to promote a continuity of care. We discussed the importance of including children's daily routines within their personal plans and ensuring any changes in their development are regularly recorded.

Strong relationships had been formed between the childminder and children and their families. Parents spoke warmly about the homely care provided and felt their child was treated as part of the childminder's extended family. They felt very welcome in the childminder's home which contributed to working together and sharing in their child's experience. This impacted positively on the quality of care and support, both at home and when in the care of the childminder.

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	3 - Satisfactory / Adequate
Leadership and management of staff and resources	3 - Satisfactory / Adequate
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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