

Janie's Childminding Child Minding

Glasgow

Type of inspection:
Unannounced

Completed on:
20 January 2026

Service provided by:
Janie Killen

Service provider number:
SP2011981459

Service no:
CS2011280935

About the service

Janie's Childminding provides a service from their property in a residential area in Clarkston, East Renfrewshire.

1. The childminder may 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.

2. Minded children can only be cared for by persons named on the certificate. Matthew James Killen is employed as an assistant.

3. No overnight care will be provided.

The service is close to local primary schools, shops, parks, and other amenities.

About the inspection

This was an unannounced inspection which took place on Monday 19 January 2025. This 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 and complaints information, information submitted by the service and intelligence gathered throughout the inspection year.

To inform our evaluation we:

- spoke/spent time with 1 person using the service
- received 4 completed questionnaires
- spoke with the childminder
- assessed core assurances, including the physical environment
- observed practice and daily life
- reviewed documents.

Key messages

- Children experienced strong relationships with the childminder who demonstrated a warm, kind, and compassionate approach.
- Children were encouraged and supported to learn and explore the wider world through accessing a range of play opportunities in and outwith the community.
- The childminder worked in partnership with parents and had effective communication.
- The childminder's home was welcoming, clean, comfortable, and well-ventilated with plenty of natural light.
- Children were happy, settled and received warm, nurturing care from the childminder.
- We would encourage the childminder to continue to develop self-evaluation through using best practice guidance.

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

Quality Indicator: leadership and management of staff and resources

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 experienced high-quality childcare based on the childminder's vision, values and aims of the service. These included providing a safe, nurturing and inclusive environment where every child feels secure, valued and confident to learn through play. Through building positive, trusting relationships with children and families and to ensure children feel safe, supported and included at all times. The childminder shared these with parents when their child started in the service. As a result, parents could see the ethos of the service was to provide high quality childcare and learning. Parents told us, 'Our child is very happy and well looked after. We feel very comfortable leaving her in Janie's care and know that Janie is very interested in helping our child to develop.'

With the service recently welcoming new families we would encourage the childminder to think about reviewing the vision, values and aims as this will support the service to maintain high standards and ensure children and families have an active voice in the development and improvements of the service.

The views of parents and children were an important part of the development of the service. The childminder used questionnaires, had regular communication at drop off and collection times, and also communicates through the service's family app, what's app and a closed Facebook page. The childminder told us she valued everyone's input as their views are used to inform change and this supports her in delivering best outcomes for children and families. Parents told us, 'We receive regular updates from Janie, and she is always quick to respond if we message her. We love seeing pictures of what they have been getting up to.'

Through the evidence sampled we could see 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 started to familiarise herself and evaluate the service with the self-evaluation framework 'A quality improvement framework for the early learning and childcare sectors: childminding' (Care Inspectorate, 2025) and current best practice documents such as 'Setting the Table'. As a result, this was beginning to benefit best outcomes for children while improving the service. We would continue to encourage the childminder to keep using best practice guidance with consideration to review, reflecting and documenting evidence to support in the service's improvement journey.

The childminder recently employed an assistant as an additional support for outings, or any required appointments. The assistant was not present during inspection. However, we found appropriate safer recruitment checks had been carried out, and the assistant has appropriate training in child protection, paediatric first aid and food hygiene. We discussed accessing a refresher update in child protection in line with national guidance. We encouraged the childminder to use the national induction resource as part of the assistant's induction plan. This will support them in their new role with the knowledge and skills necessary for providing high quality care for babies and children.

Children play and learn 5 - Very Good

Quality Indicator: Play, 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.

During the inspection we found the child present was relaxed, happy and engaged in their play. We observed the child to be independently and confidently accessing resources freely on offer. The childminder engaged in play with the child extending their language and supporting conversations and words. We found the childminder's experience and knowledge of child development and how children learn was supporting them in delivering quality experiences and opportunities. Parents told us 'Janie has quickly built a strong relationship with our child and knows them well. Our child appears to enjoy going to Janie's and is always happy to see her - this gives us such peace of mind that our child is being well looked after.'

The childminder's home was organised to provide children with space to move freely, and there was a dedicated playroom that had been adapted to suit children accessing the service. This was promoting children's choice and independence in leading their own play. Parents told us. 'We feel very comfortable leaving our child at Janie's as we know she/he is happy and being well looked after.'

Children's achievements were celebrated through the childminder displaying children's work and gathering evidence that was recorded in their individual files and the floor book. The childminder planned daily experiences outdoors which included connections with the local community and other childminders. From the evidence documented in children's files, floor book, family app and what's app we can see the children are participating in a wide range of activities both indoors and outdoors. For example, trips to the local park, outings with the Clarkston and busby childminding group, visits to the Jeely piece club and the beach. As a result children were developing links within their community, creating friendships with others and had lots of opportunities for fresh air and physical play.

Within the childminder's home toys and experiences were easily accessible and tailored to match the children's age and stage of development. As a result, the children were developing a broad range of knowledge, understanding and skills for life.

During inspection the child present confidently selected toys that interested them. They enjoyed playing with the soft fruits, naming and pretending to eat them as well as recalling animal sounds from the farm toys. The child moved around the playroom, with confidence and was free to choose toys and experiences of their choice. The childminder gave the child lots of praise, warmth and encouragement supporting the child to feel confident while developing their social development through effective modelling of language and literacy.

Moving forward we would encourage the childminder to continue to document and record observations and assessments to support with planning and recording children's progress and achievements. This will support the childminder to document, plan and reflect children's ideas, aspirations, curiosities and meaningful next steps in learning.

Children are supported to achieve 5 - Very Good

Quality Indicator: 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.

During the inspection the child present was very happy, settled and had developed a good relationship with the childminder. We found children were very well supported and the childminder was able to describe and tell us about their, individual, likes, dislikes, achievements and progress. This showed us the childminder knew the children well. Through conversations and evidence provided we could see children's routines, needs and personalities were used to promote an environment where children felt safe, loved and secure. We also found the childminder considered each child's routine and needs and provided consistency and a predictable pace of the day for children. As a result, children were settled and familiar with daily routine in the service.

The childminder provided a tailored settling in and transition period for children and parents. There were opportunities for parents to stay and play along with their child while they settled, and this gave the childminder the opportunity to build up a relationship with the child and their parents. Settle sessions enabled the childminder the opportunity to gather vital information to support each child which was recorded in the child's care plan and 'all about me'. This prior knowledge supported the childminder to have key information of children's likes, dislikes, allergies, routines and family life. Parents told us, 'Janie was brilliant at helping our child settle in and she's always been very clear in communicating with us.'

We found care plans in place for the children. These held relevant information to support the childminder to provide care, play and learning that supported children's overall health, welfare and safety needs. The format used considered best practice guidelines and was linked to the Getting it right for every child (GIRFEC) framework and used the wellbeing indicators to support in assessing and planning for children's overall wellbeing. Moving forward we would encourage the childminder to document clearly the current next steps and areas of development each child is focusing on. This will support the childminder in assessing and discussing children's strengths, needs and progress with family and when needed other professionals. Parents told us, 'Janie is nurturing, organised, attentive to our child's needs and communicative. She is easy going, approachable and appears to take a real interest in our child's development.'

Currently parents drop off and collect their child from the childminder's doorstep. We would encourage where possible to give parents further opportunities to come into the service at drop off and collect times. This would support parents to share in their child's experiences and encourage further conversations and connections. This will further enhance the quality of children's care and support for both children and families at home and when in the care of the childminder. We discussed referring to best practice guidance 'Me, My Family and My Child Care Setting'.

The childminder should review medication permission forms to reflect current guidance and record clear signs and symptoms, form of medication and strength of medication in line with current best practice guidance 'Management of Medication in Day care and Childminding Services'.

Children were supported to sleep at a time to meet their needs or requested by the parents. We found this aided children's emotional security, safety, and wellbeing. We discussed how children were supported to

sleep and the childminder told us they slept in a pram. The childminder explained she shares her safe sleep policy with parents which links with 'Safe sleep Scotland'. We discussed if children require to sleep in a pram that as well as parents reading and signing the 'Safe sleep policy' that this is reflected within the child's personal plan with confirmation from the parent that they agree.

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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