

Barnes, Tessa Child Minding

Perth

Type of inspection:
Unannounced

Completed on:
15 January 2026

Service provided by:
Tessa Barnes

Service provider number:
SP2004939503

Service no:
CS2004079664

About the service

Tessa Barnes provides a childminding service from her home in the village of Forgandenny, in Perthshire. The childminder is registered to provide care to a maximum of eight children up to the age of 16.

The children are cared for in the kitchen-dining area, the hallway and have access to a downstairs toilet. Children also have access to an enclosed garden and a large grass area to the rear of the house.

About the inspection

This was an unannounced inspection which took place on 15 January 2026 between 15:15 and 17:30. 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 evaluations we:

- Spoke with two children using the service and a member of their family
- spoke with the provider
- assessed core assurances, including the physical environment
- observed practice and daily life
- 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.

During this inspection we 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:

- 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 lead their own play and learning, they were happy and fully engaged in interesting and exciting experiences throughout the inspection.
- The childminder had formed strong and trusting relationships with families which supported them to effectively meet children's needs.
- The childminders home was warm, welcoming, clean and well maintained.
- The childminder should access further training and professional development and apply their learning in practice to support them to improve outcomes.
- The childminder should develop systems to formally consult with children and families. This will support them to reflect on the service they provide and use the information gathered to plan for improvement.

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

Quality indicator: Leadership and management of staff and resources

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

The childminder demonstrated clear values which placed children at the centre of their service. They recognised children as individuals and encouraged them to respect their own feelings and those of others. Fun was a priority through the provision of engaging and interesting experiences. Throughout the inspection, we observed practice that was consistent with the childminder's stated aims and values.

Children were kept safe and secure as the childminder had up to date training including: First aid, Child protection, Food hygiene and Getting it right for every child (GIRFEC).

Since the previous inspection, the childminder had sustained the overall quality of the service. They engaged openly and honestly with us and were transparent about the service they provided. Due to family commitments, the childminder had reduced the number of children attending and was caring for a small number of families at the time of the inspection. The childminder told us they had limited time to undertake reflective practice, implement systems to formally gather the views of children and families, or access training and professional development opportunities. As a result, there had been no progress in relation to the areas for improvement identified at the previous inspection. These areas have therefore been reinstated within this report. We encouraged the childminder to consider these areas for improvement moving forward and signposted them to best practice guidance and resources available on our website to support future improvement planning and developments.

Children play and learn 4 – Good

Quality indicator: Play learning and developing.

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.

The childminder empowered children to lead their own play and learning. Approaches to planning activities were informal but responsive, with children being consulted daily about what they wished to play with. Resources were easily accessible and well organised, which promoted children's independence and choice. We observed the childminder using a range of interesting and developmentally appropriate materials, including rubber stamped prints and scratch art resources. These experiences encouraged children to use their imaginations creatively and fully engaged them in their play. Children spoke positively about their experiences and told us, 'We love all the activities, we have lots of fun here, they are exciting and challenging but challenging in a good way.'

Children's wellbeing and their right to play were supported through consistently positive interactions with the childminder. The childminder used higher order questioning skilfully to encourage children to think critically and solve problems independently. We observed children being encouraged to use different methods to find answers to their questions, including the use of digital technology.

For example, children used the childminder's iPad to research model designs before constructing complex models using Plus Plus pieces. This supported the development of children's problem solving abilities, creativity, fine motor skills, and confidence in using technology. The childminder valued their achievements by storing unfinished models for children to complete at a later date. Finished models were shared with families which contributed to children feeling valued and respected. A parent told us, 'Tessa has the most amazing amount of games, building materials and crafts, they build wonders at Tessa's house and often ask to stay to finish what they are doing.'

Children were learning and developing new skills while attending the service. We asked the childminder to consider how they could monitor and record children's progression with their chosen skills as part of their personal plans. This would support children further in reaching their full potential.

Children's experiences were enhanced through regular opportunities to access their local community. The childminder supported children to walk to and from school and provided opportunities for active outdoor play at the local park.

Children are supported to achieve 4 - Good

Quality indicator: Nurturing care and support

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.

The childminder was attuned to children's emotional wellbeing and demonstrated a good understanding of their individual needs. Throughout the inspection, we observed kind, caring and fun interactions. It was clear the childminder knew the children well and took a genuine interest in them as individuals. This resulted in children feeling loved, valued, and respected. Positive attachments and secure relationships contributed to children feeling safe, and emotionally secure within the service.

Transitions, including arrivals, departures, and journeys to and from school, were planned and managed effectively. The childminder welcomed families into their home and created regular opportunities to share information informally about children's wellbeing, their day at school and any care or support needs. This approach supported continuity of care and meant children were confident and settled.

The childminder knew children very well and each child had a personal plan in place. We found some plans required updating and only a few children had completed 'All About Me' documents. These documents provided valuable information on what was important to children, their individual needs, and skills they wished to develop. We encouraged the childminder to ensure these were completed and regularly reviewed for all children. This would further support them to ensure they were meeting their needs and providing the right care at the right time.

Snack time was calm, unhurried, and sociable, providing a positive experience for children. The foods offered were the same as those observed at the previous inspection. While children were happy with their routine and snack, there were opportunities to enhance this experience by offering more nutritious choices. We encouraged the childminder to involve children in the planning and preparing of their snacks, for example cutting up fruit. This which would provide children with choice, promote responsibility, and build their independence skills.

The childminder was committed to building positive and trusting relationships with families and clearly valued partnership working.

We spoke with one parent who held the childminder in high regard and valued the childminders approach. They told us, 'Tessa has a lovely relationship with the children, they love to chat with her.'

Children attending the service did not require medication at the time of the inspection. We reviewed medication documentation and were confident that appropriate systems were in place to support the safe management and administration of medication if required.

The childminder was knowledgeable on safeguarding procedures and told us the appropriate actions they would take if they had concerns about a child's wellbeing or welfare. This meant effective procedures were in place to protect children from harm.

What the service has done to meet any areas for improvement we made at or since the last inspection

Areas for improvement

Previous area for improvement 1

To ensure continuous improvement the provider should develop self-evaluation processes to identify service developments.

This should include, but is not limited to:

- a) actively seeking the views from families and children to inform improvement
- b) implement a quality assurance process to identify what is working well and what could be improved.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that 'I am actively encouraged to be involved in improving the service I use, in a spirit of genuine partnership' (HSCS 4.7) and 'I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance processes' (HSCS 4.19).

This area for improvement was made on 20 February 2025.

Action taken since then

The childminder was honest with us and told us they had made no progress with this area for improvement.

This area for improvement has not been met.

Previous area for improvement 2

To promote positive outcomes for children, the provider should develop their knowledge and understanding of their role and responsibilities.

This should include, but not limited to, becoming familiar with best practice documents and undertake professional reading to improve outcomes for children.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that 'I have confidence in people because they are trained, competent and skilled, are able to reflect on their practice and follow their professional and organisational codes' (HSCS 3.14).

This area for improvement was made on 19 January 2023.

Action taken since then

The childminder told us they had not read any best practice documents or undertaken any professional reading to support them to improve outcomes.

This area for improvement has been reinstated within reports, following inspections for some time. Therefore, we provided the childminder with information on documents that would help support her practice for example, Setting the Table, Guide for Providers on Personal Planning, The Health and Social Care Standards, 'Self -evaluation for improvement- your guide' and A quality improvement framework for the early learning and childcare sectors: childminding.

We asked the childminder to consider some reflective practice using these documents to support them to identify what is working well and what could be improved within their service. This would support the childminder to meet this area for improvement and help them to make positive changes.

This area for improvement has not been met.

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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