

# Stuart, Jacqueline

## Child Minding

Dingwall

**Type of inspection:**  
Unannounced

**Completed on:**  
19 January 2026

**Service provided by:**  
Jacqueline Stuart

**Service provider number:**  
SP2003907792

**Service no:**  
CS2003008052

## About the service

Jacqueline Stuart provides a childminding service from her home in a quiet rural area close to the village of Maryburgh. The childminder is registered to care for a maximum of 6 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.

The service is located close to a local primary school and nursery, parks, and other amenities. Childminding takes place on the ground floor of the home, with children having access to the main lounge and dining area, kitchen area, toilet and rear garden. The children have access to an enclosed garden at the rear of the property and make extensive use of the local woods, parks and walks.

## About the inspection

This was an unannounced inspection which took place on 16 and 19 of January 2026. 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:

- Spoke to three family members of people using the service;
- Spoke with the childminder;
- Observed practice and daily experiences;
- 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

- The childminder was warm, kind and caring in her approach.
- The children were happy and relaxed in the childminder's care.
- Children were at the heart of the service and were cared for by a childminder who knew them and their families well.
- The setting provided a true home from home environment, which told children that they were valued.
- The childminder should continue to develop their self-evaluation and quality assurance procedures.
- The childminder should update her training and knowledge around child protection procedures

## 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.

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

The childminder had visions, aims and values in place. These were shared with parents and displayed within the setting. These promoted and sustained a shared vision for the service that reflects the needs of the children, families and the wider community.

Success and achievements were shared with families regularly. The childminder communicated with parents verbally at drop off and pick up times. The use of technology allowed the childminder to send photos of the child's achievements and information relating to their care needs and successes to ensure parents felt included and involved in their children's milestones. This facilitates continuity of care for the children.

Effective self-evaluation and quality assurances were in the early stages of development. Children and families views were genuinely valued by the childminder. The childminder recognised the value and importance of positive relationships. The views of children and families were sought to support improvements using both informal conversations and the use of questionnaires. This ensured all families were included and had the opportunity to share their views. The minded children were very much involved in the day to day running of the service and deciding what they would like to do while they were there. As a result the minded child and their family felt involved and respected as their views influenced the care provided.

### Quality indicator: Staffs skills, knowledge, values and deployment

The childminder was kind and compassionate. She was nurturing in her care and had formed strong attachments with the minded child. Positive relationships had been built with families which supported strong relationships. One parent told us "Jackie provides an excellent service, always goes out of her way to help if she can". "Never had any problems with my child going in which just shows me how much they enjoy going to Jackie's, its a lovely childminding service". This supported children to be respected and cared for in the service.

The childminder had completed the necessary core training course, including first aid and food hygiene which contributed to keeping children safe. The childminder should now seek to extend their child protection knowledge with in-person training to increase their knowledge around child protection procedures. The childminder should now review and update policies and procedures to ensure practice remains consistent with national guidance. (See improvement one).

The childminder had limited knowledge of best practice documents and up to date guidance which impacted on her professional knowledge and skills. We discussed ways in which the childminder could use their SCMA membership along with the Care Inspectorate Hub and online resources as a way of accessing practice guidance. This would support the childminder's professional development and improvement in the service. We discussed ways in which she could use the online resources such as, 'Realising the Ambition, Being Me' and 'A quality improvement framework for the early learning and childcare sectors: childminding' as a way of accessing guidance and practice documents to support the ongoing development of the service. Until this is achieved, the previous area for improvement still remains in place. (See section, What the service has done to meet any areas for improvement we made at or since the last inspection)

### Areas for improvement

1. To safeguard children, the childminder should ensure their knowledge of their role and responsibilities in reporting any concerns is accurate. This should include, but is not limited to knowing who to contact in the instance of a child protection concern.

This is to ensure that knowledge and understanding of reporting concerns is consistent with National Guidance for Protection of Children in Scotland 2021, which can be found at: <https://www.gov.scot/publications/national-guidance-child-protection-scotland-2021-updated-2023/>

This is to ensure that care and support is consistent with Health and Social Care Standards (HSCS) which state that: 'I am protected from harm, neglect, abuse, bullying ad exploitation by people who have a clear understanding of their responsibilities' (HSCS 3.20).

## 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

The minded child had opportunities to lead their own play and learning in a stimulating environment with a range of resources. They had fun while exploring a variety of play experiences that took account of their developmental needs, interests and curiosities. The minded child was happy and having fun in the childminder's care. The childminder demonstrated a good understanding of how children learn and develop. Activities were planned to take account of children's age and stage, enabling them to make choices and lead their own play. Children confidently led their own play, exploring their interests and curiosities through a range of resources. Indoors, these included small world, lego, figures and arts and crafts. Resources were accessible, promoting children's independence and allowing them to choose how they spent their time. The pace of the day was relaxed and unhurried, giving the children time to play and learn.

Photographs and daily diaries were used by the childminder to record and share children's chosen play experiences. This helped children to reflect on their planned activities and learning and have their achievements through play recognised. It contributed to children feeling their ideas were valued and respected, therefore building their self esteem. One parent told us that "Jackie updates us verbally at each collection, and also she provides us with a written diary each day. We get to know what they have been up to each day, and also what they have been learning". Responses to our questionnaires further indicated strong parental satisfaction, with all parents agreeing that they felt fully involved and informed about their child's learning and development. We identified an opportunity to strengthen practice by developing planning and recording methods that highlight next steps in learning and the intentional support provided by the childminder. Enhancing this aspect would create a clearer link between observed play, developmental progress and future learning opportunities.

The childminder made very good use of the local area. This promoted children's wellbeing and sense of self in their community, for example, they visited the local woods, and parks in their area. These rich and varied play experiences supported children to develop skills for life.

## 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

The minded child experienced warm, nurturing care from the childminder, whose calm voice and gentle tone contributed positively to the child's emotional wellbeing. Interactions were consistently relaxed and attuned, creating a secure and trusting atmosphere where the child felt comfortable and confident. The childminder was responsive to the child's needs and requests, supporting them with kindness. They followed the minded child's interests to provide them with opportunities to play and have fun.

From our observations and discussions with the childminder, it was very evident that she knew the children in her care very well which ensured that they were able to respond to their individual care needs. The service had personal plans for each child, which contained relevant background information and details of the child's routine. These were routinely reviewed to ensure that the childminder kept up to date with any change in the child's needs and preferences. This meant children were receiving the appropriate care.

Mealtimes were sociable and relaxed, with varied and nutritious food provided in line with national guidance. They were relaxed and sociable, with minded child sitting round the kitchen table. The childminder was attentive to the minded child during snack time, engaging them in conversation which supported their developing language and communication skills.

When children required a rest or sleep, the childminder provided opportunities for them to do so. During the inspection, we discussed safe sleep practices in relation to children sleeping in prams and buggies, as well as their transition into a cot or a sleeping mat. While the childminder demonstrated an understanding of the need to keep children comfortable, current arrangements did not fully reflect best practice guidance. We advised that the childminder review and update their safe sleep procedure to ensure it aligns with the needs of children at this stage of development and meets recognised safety standards. Strengthening this area will help to ensure children benefit from consistently safe and appropriate sleep environments.

Whilst no children attending the service required regular medication, we reviewed procedures and paperwork in place. We were satisfied that safe administration of medication procedures were in place to help ensure children's health needs could be met.

## 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

The childminder should further develop her knowledge and skills, and use these to improve the quality of experiences for children. This should include, but is not limited to, accessing best practice guidance, training and information to support the development of her service. She should use her learning from these to evaluate her service, identifying areas for development which will have a positive impact for the 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);

'I am protected from harm, neglect, abuse, bullying and exploitation by people who have a clear understanding of their responsibilities'. (HSCS 3.20).

This area for improvement was made on 10 March 2025.

#### Action taken since then

The childminder had limited knowledge of best practice documents and up to date guidance which impacted on her professional knowledge and skills. The childminder had not yet engaged in additional training or professional reading since her last inspection. We emphasised the need to prioritise refreshing Child Protection training as a starting point.

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](http://www.careinspectorate.com).

## Detailed evaluations

Leadership	3 - Satisfactory / Adequate
Leadership and management of staff and resources	3 - Satisfactory / Adequate
Staff skills, knowledge, values and deployment	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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