

# Wendy's Childminding Child Minding

Kinross

**Type of inspection:**  
Unannounced

**Completed on:**  
3 February 2026

**Service provided by:**  
Wendy MacDonald

**Service provider number:**  
SP2016987937

**Service no:**  
CS2016346412

## About the service

Wendy's Childminding is a registered childminding service provided by Wendy MacDonald and is delivered from the childminder's home within the village the of Milnathort, Kinross. The service is close to farms, school, nursery and a playpark.

The children are cared for within a dedicated playroom, and an open plan dining and living space. Children have access to a ground floor bathroom and have direct access to an enclosed, secure, rear garden.

The service is registered to provide a care service to a maximum of 6 children at any one time under the age of 16, of whom no more than 3 are not yet attending Primary School and no more than 1 is under 12 months. Numbers are inclusive of children of the childminder's family.

## About the inspection

This was an unannounced inspection which took place on Tuesday 3 February 2026 between 14:30 and 17:00. One inspector carried out the inspection 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 with five children using the service;
- spoke with the childminder;
- received feedback from four families;
- observed practice and children's experiences; and
- 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 kind and caring, they provided children with reassurance to help them feel safe, secure and valued.
- Children were able to lead their play independently and were confident moving around the childminder's home.
- Personal plans could be improved to help further support children's individual needs and development.
- The childminder should develop effective self-evaluation and quality assurance processes.
- We encouraged the childminder to reintroduce tools to support them monitor and to track children's learning and experiences effectively.
- The childminder planned transition routines carefully and carried them out safely.

## 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

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

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 service had values and aims that focused on providing a safe, happy, and secure environment where children are encouraged to reach their potential. These aims were reflected in the childminder's day to day practice. However, they had not been reviewed for some time. We encouraged the childminder to revisit these and involve families in the process. Engaging families in shaping the service's vision, values, and aims ensures they reflect the shared expectations and priorities of everyone involved. Reviewing the aims in partnership with families will support the childminder ensure these remain meaningful, relevant, and aligned with families needs.

The childminder had developed a range of policies and procedures; however, several required improvement to ensure they were fully effective. While these documents supported the delivery of a generally consistent service, some did not yet reflect current legislation or best practice guidance. For example, we identified gaps within the child protection policy, medication procedures, and complaints policy. Updating and expanding policies would strengthen the childminder's practice and ensure it aligns with current expectations, ultimately promoting safer, more consistent care and supporting positive outcomes for all children.

The childminder demonstrated good practice overall; however, there were no formal systems in place to gather and record the views of children and families or to evaluate the service in a structured way. We found that while the childminder had not yet developed formal methods for seeking feedback or identifying areas for improvement, the quality of relationships and day to day communication with families was strong. Parents spoke highly of the childminder's approach, highlighting her ability to build trusting relationships and provide responsive, personalised care. Comments included:

- "Wendy is good at communicating and easy to talk to at any time."
- "The communication between us is really good, and seeing my children look forward to going to Wendy's and sad when they aren't because of holidays is reassuring."
- "We have been absolutely delighted with the care Wendy has shown our children over the years. We couldn't have asked for anything more. We would have no hesitation in recommending her to other parents."

The feedback demonstrated strong partnership working and a high level of inclusion within the service. We discussed with the childminder the benefits of introducing quality audit tools, such as A Quality Improvement Framework for Early Learning and Childcare Sectors: Childminding, to support reflective practice and future planning. Establishing more formal, consistent ways to gather views and evaluate the service would help ensure the continued development of high quality practice, supporting sustained positive experiences and outcomes.

The childminder had previously carried out audits of the service, which helped identify areas for improvement and supported preventative measures to promote children's health, safety, and wellbeing. Audits had been beneficial in maintaining good standards across key areas of practice. We encouraged the childminder to reintroduce regular quality assurance processes to ensure this good practice continues. For example, checks to include reviewing medication, personal plans, and policies on a routine basis were discussed. Re-establishing regular quality assurance would support the childminder maintain safe, consistent practice and ensure children's needs are met effectively.

## Children play and learn 4 - Good

### Quality indicator: Playing, 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's focus on children's right to play and responsive planning, supported children to make choices and learn at their own pace. Children experienced fun and enjoyment as they played with each other and with the childminder. The childminder supported children's communication and thinking skills through effective use of language and questioning. We observed the childminder using comments and simple questions to encourage children to think, talk, and make connections. For example, they asked, "Do you know what that is?" and "Can you recognise that?" They also engaged children in conversations about familiar people and past experiences, such as asking, "Who is that?" These interactions helped children build vocabulary, recall previous experiences, and take part in meaningful conversations.

Children were able to select from a wide range of toys and resources that reflected their interests. Children were happily engaged in activities such as drawing, creating with Hama beads, playing with cars, and enjoying board games. This supported children to remain motivated and absorbed in their play, helping them develop skills through activities that interested and stimulated them.

Children had opportunities to develop literacy and numeracy skills through play. A range of age appropriate books were easily accessible for children to choose from, and resources such as paper, pens, and pencils were freely available to support mark making and writing skills. These experiences helped promote children's language, literacy, and numeracy development in a natural and engaging way.

The childminder observed what children enjoyed and used this to shape experiences and outings. Recent activities included exploring foods, trying origami, sewing, and visiting local parks. These opportunities supported children's learning and helped them develop social interactions and positive connections within their community. Parents told us, "My children love being at Wendy's. They enjoy crafts, playing outside and games, and Wendy has been teaching my oldest how to knit and crochet."

There was no system in place to monitor or track children's learning and experiences effectively. We discussed how the childminder could strengthen her approach by reintroducing previous tools such as a floorbook, photographs, and use of their whiteboard. These would help record children's interests, note observations, and identify possible next steps to support their progression. Developing a more consistent way of planning and tracking learning would help ensure children's needs are continuously recognised and supported.

## 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.

Children experienced warm, nurturing care from the childminder. The childminder consistently demonstrated a calm and positive approach when supporting all children. This helped to create a home where children felt relaxed, comfortable, and reassured, which supported their overall wellbeing and sense of security. Children told us "Wendy is nice and kind, I feel safe" and "Wendy's house is warm". Parents told us "Wendy really cares about the children and their development" and "I honestly trust Wendy wholeheartedly and feel my children are in a safe and secure environment with her". The warm, trusting interactions helped children feel safe, valued, and confident, contributing to their overall wellbeing and positive experiences within the service.

The childminder had a good understanding of the children in her care. This was supported through regular discussions with families and by gathering relevant information about children's needs, likes, and preferences. Children's experiences were mostly recorded and shared with parents through digital photographs and information. This helped ensure parents remained informed about their child's day, and supported continuity of care between home and the setting.

The childminder planned transition routines carefully and carried them out safely. For example, the childminder collected children from nursery and took part in brief discussions with staff to help maintain continuity of care. Attendance registers were kept up to date, and arrangements for collecting school age children were clearly established and understood. These approaches helped children to experience smooth, safe and reassured transitions during their day.

Personal plans needed to be improved to fully support children's individual needs and development. We highlighted how plans could be strengthened by including children's experiences and clearly identifying next steps using the SHANARRI wellbeing indicators. We signposted the childminder to the Care Inspectorate's Guide for Providers on Personal Planning: Early Learning and Childcare (2021) to support improvements. By the time the report was written, the childminder had already taken steps to develop their approach to personal planning. Improvements will help ensure that children's needs are understood, planned for, and reviewed effectively, supporting their wellbeing and development.

Improvements were needed to ensure medication was managed safely and in line with good practice. When we reviewed the childminder's approach to medication, we found that aspects of practice did not follow the Care Inspectorate's management of medication guidance. For example, some medication was out of date and records had not been reviewed within the recommended three month period. We discussed the importance of keeping information current so that children's health and welfare are fully supported. To assist with this, we signposted the childminder to the Care Inspectorate's Management of Medication in Daycare of Children and Childminding Services (2024). The childminder took immediate action to correct the issues identified, they updated records and got replacement for out of date medication. The response strengthened medication procedures and helped ensure children's health and wellbeing needs were met safely.

Snack time was a positive and nurturing experience that supported children's wellbeing and social development. The atmosphere was calm and unhurried, giving children time to enjoy their food. Children were closely supervised to ensure they were safe while eating. The layout of the space allowed them to sit together at a table, helping to create a sociable and relaxed routine. As a result, children felt comfortable, included, and supported during snack time, which helped build their social skills and sense of belonging.

Children were safe and protected from harm. The childminder understood their safeguarding responsibilities. Child protection training was completed some time ago, and we encouraged the childminder to access a refresher course to ensure their knowledge and practice remained in line with current national guidance. A child protection policy was in place, and we asked for this to be updated to reflect best practice. We also suggested that the childminder begin recording any significant events or concerns in children's lives through the use of chronologies. These improvements could strengthen the childminder's ability to recognise, respond to, and record concerns, helping ensure children remain safe and well protected.

## 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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