

Natalie's Clubhouse Child Minding

ABERDEEN

Type of inspection:
Unannounced

Completed on:
14 January 2026

Service provided by:
Natalie Gordon

Service provider number:
SP2023000096

Service no:
CS2023000145

About the service

Natalie's Clubhouse provides a childminding service, delivered from the childminder's home in Bucksburn, Aberdeen.

The service is registered to provide care to a maximum of 6 children at any one time up to 16 years of age, of whom no more than 3 are not yet of an age to attend primary school and of whom no more than 1 is under 12 months.

Ten children were registered with the service, with three attending at the time of inspection. Children are cared for in the downstairs of the property, with access to an upstairs bathroom and an enclosed garden. The service is on a bus route and is close to local amenities.

About the inspection

This was an unannounced inspection which took place on 13 January 2026 between 14:15 and 14:35 and 14 January 2026 between 07:15 and 11:30. 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 registration information, information submitted by the service and intelligence gathered since registration. This was the first inspection of the service.

To inform our evaluation we:

- spent time with three children using the service
- reviewed three completed feedback questionnaires from parents/ carers
- spoke with the childminder
- assessed core assurances, including the physical environment
- observed practice and children's 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

- Children experienced kind and warm interactions, helping them feel safe and secure.
- Children were relaxed, happy and had fun as they played.
- Children were cared for in a safe and homely environment.
- Children could choose from a variety of toys and materials, helping to support their choices and wishes.
- To further enhance the service, the childminder should continue to develop their approach to self-evaluation, improvement planning and the use of best practice.
- The childminder had built strong, trusting relationships with families, creating a welcoming environment.

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 thrive and develop in quality spaces	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

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: Leadership and management of staff and resources

The childminder had established a clear vision, values and aims including "to create a homely environment where children are safe, valued and cared for". These were shared with families prior to starting, helping them to understand what to expect from the service. To strengthen inclusive practice, the childminder should involve children and families in reviewing the service's vision, values and aims. This collaborative approach would support the service to remain responsive to their changing needs.

Parents were able to share their views and opinions in an informal way. For example, during drop-off of children. This supported the childminder to make changes, like adjusting routines or offering specific experiences for children. Families told us they felt listened to with one parent commenting: "We have discussions about the service [the childminder] provides on a regular basis." We spoke with the childminder about simple new ways to gather views from children and families. Ideas included short online surveys or child-friendly tools such as mind maps or visual prompts. These approaches would help ensure everyone's voice is included and support ongoing improvement.

Children benefited from a childminder who completed core training which supported them to keep children safe. For example, child protection, first aid and food hygiene. The childminder shared learning within completed training had developed their confidence in managing different situations such as conflict resolution. This meant that children and families' outcomes were improved in a way that met their needs.

Quality assurance practice was at an early stage and had led to some planned improvements. The childminder spoke confidently about recent changes to the environment and how these had improved the service for children. They were familiar with some key guidance and were using this to support their practice. We encouraged them to build on this by using the Care Inspectorate's guidance - Quality improvement framework for the early learning and childcare sector: childminding - to strengthen how they evaluate and improve children's experiences. We also directed the childminder to the Care Inspectorate's online Hub for resources on improvement planning, quality assurance and best practice.

Children thrive and develop in quality spaces 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: Children experience high quality spaces

Children were cared for in an environment which was clean, well-furnished and homely. Furniture in the lounge had been arranged so that children had ample floor space to play and move freely. Comfortable furnishings further enhanced the welcoming environment and offered children space to have quiet time, rest and relax. One parent commented: "[The childminder's] home is spotless and has no safety concerns. Plenty of room for the children they look after to play or rest."

Toys and resources were easily accessible, supporting children to make choices about their play and learning. There was a variety of toys available to the children which reflected their interests. These included construction kits, books, games, arts and crafts. Resources were clean, in good condition and appropriate for children's age and stage of development. Regular opportunities to be creative were provided through a range of craft experiences such as drawing and painting. As a result, children were happy and engaged in their chosen activities. We suggested the childminder continued to develop real life and natural resources to further promote children's interest and curiosity. We signposted them to Our Creative Journey, Loose Parts: A toolkit and My World Outdoors on the Care Inspectorate's Hub. These guidance documents provide interesting and inexpensive ideas to promote children's curiosity and creativity.

The outdoor area was fully enclosed and secure, providing a safe space for active play. A variety of resources encouraged children to explore and supported play and learning experiences. Although children did not play outdoors during the inspection, parents spoke positively about their children's outdoor experiences. Comments included: "When the weather is good there is plenty of opportunities to utilise the garden." Regular access to fresh air and physical activity helped children understand the benefits of an active lifestyle.

Children were cared for in a clean and tidy environment. Children were well supported to wash their hands after eating and were provided with individual hand towels to help prevent illness through cross-contamination. Hand wipes were provided, and we reminded the childminder all children should wash hands with soap and water before and after eating in line with guidance.

The childminder provided effective supervision, ensuring children's safety and offering support when needed. Children were encouraged to learn about their own safety by helping to tidy toys and reduce trip hazards.

The childminder was able to speak confidently about how they risk assessed and the mitigations that were put in place to keep children safe. This included routinely checking the house before the arrival of the children and regular fire drills with children. Risk assessments were in place to monitor and manage the safety of the environment. This contributed positively to the safety and wellbeing of children and contributed to a well-maintained and safe home and garden.

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

Children experienced play and learning opportunities that reflected their interests and supported their development. The childminder demonstrated a good understanding of how children learn and develop. Children had fun as the childminder responded to their interests and provided activities they liked such as dancing to music. Children told us they enjoyed their time with the childminder. One child commented: "[My childminder] is really kind. I get to have fun everyday."

Children experienced interactions that were responsive and caring. The childminder was responsive to children's cues and requests such as ensuring children had the toys and materials they wanted and supporting them to share and play together. They engaged with children on the floor, at their level. This helped children feel heard and valued when sharing their ideas and play experiences.

The childminder had begun recording periodic reports which identified children's interests and next steps. We discussed developing observations further by including dates and identifying the skills children had learned. This would highlight progress over time and celebrate achievements.

Parents were kept updated with information and photographs through messages and face to-face discussions. This meant parents felt valued and included in their children's play and learning experiences.

Children benefited from some experiences within the local community, including visits to parks, ten pin bowling and soft play centres. These outings provided a variety of experiences that stimulated children's interests and enhanced their play and learning opportunities.

Language, literacy and numeracy development were promoted during play. The childminder modelled good listening and talking skills and extended children's play interests with an effective use of questioning. Games and resources available supported children's mathematical and literacy development. This meant children were progressing well. Parents spoke positively about children's play and learning experiences. One parent commented: "There is a variety of activities for the children to take part in. This helps [my child] have the choice of relaxing before school or taking part in activities with the other children."

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

Children experienced kind, caring interactions with the childminder which supported them to feel safe and secure. Children were relaxed and comfortable in the home and had formed positive relationships with the childminder and members of their family. Parents strongly agreed they were happy with the service provided and described the childminder as "extremely positive, open, kind and caring". One parent commented: "[My child] will ask to go to [the childminder] on days they are not scheduled there because they love it so much." A child commented: "[My childminder] makes me feel safe."

The childminder worked in partnership with families to support children's routines, interests, and development. They listened to family views and used this information to tailor care and learning experiences. As a result, children experienced consistency between home and the setting which supported their emotional wellbeing. Personal plans were in place and contained key information to support care. Older children had completed their own 'all about me' booklet that detailed their likes/dislikes and interests. Plans were discussed and reviewed with families. We asked that the childminder completed reviews at least six monthly, in line with current legislation. This would ensure the childminder had information that reflected children's current needs.

Children experienced snack times that were sociable and unhurried. Children ate together and enjoyed their food, with a choice of fruits to help promote healthy eating. The childminder supervised children throughout the snack time experience. They understood how to reduce choking risks and made sure fruit was cut safely. This supported children's wellbeing and helped keep them safe. One parent commented: "[The childminder] is always trying to cater for different tastes ensuring food is fresh and good quality." Another parent shared: "[My child] can be fussy but [the childminder] is very good at offering foods they know [my child] will like."

The childminder had built strong, trusting relationships with families, creating a welcoming environment where parents felt included and valued. This supported effective communication and partnership working which parents identified as a key strength of the service. One parent commented: "We get on well and have an open and honest relationship." Flexibility in meeting family needs, promoted continuity of care and made it easier for families to manage their routines. This responsive approach contributed to positive outcomes for children and families.

Complaints

There have been no complaints upheld since the service registered. Details of upheld complaints are published at www.careinspectorate.com

Detailed evaluations

Leadership	4 - Good
Leadership and management of staff and resources	4 - Good
Children thrive and develop in quality spaces	4 - Good
Children experience high quality spaces	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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Care Inspectorate
Compass House
11 Riverside Drive
Dundee
DD1 4NY

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