

# Hope, Julia Child Minding

South Queensferry

**Type of inspection:**  
Unannounced

**Completed on:**  
23 January 2026

**Service provided by:**  
Julia Hope

**Service provider number:**  
SP2009974855

**Service no:**  
CS2009230325

## About the service

Julia Hope provides a childminding service from a terraced house in South Queensferry. The childminder is registered to provide a care service for a maximum of 7 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. Numbers are inclusive of children of the childminder's family/household.

The service is close to local amenities, school and park. The children are cared for downstairs and use kitchen, lounge, dining room and have access to a toilet. Children also have access to fully enclosed gardens to the front and rear of the property.

## About the inspection

This was an unannounced inspection which took place on 20 January 2026 between 11:45 and 13:45. 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, registration information, information submitted by the service and intelligence gathered since the last inspection.

In making our evaluations of the service we:

- observed two children using the service
- received feedback from one family
- spoke with the childminder
- 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.

## Key messages

- The childminder was kind, caring, and warm with the children, helping them feel safe, loved, and secure.
- Children experienced nurturing and responsive care.
- Partnership working with families was positive and supported children's wellbeing and continuity of care.
- Children benefited from a rich, varied learning environment that encouraged curiosity, creativity, and developmental progress.
- The childminder should strengthen their approach to self-evaluation and improvement to support positive outcomes.

## 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	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 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.

### Leadership and management of staff and resources

The childminder had aims and objectives in place which mostly reflected the ethos of the service. These were evident in daily practice, as the childminder had created a warm, friendly and safe environment and had established positive relationships with children and families. We suggested to the childminder ways in which the vision and values could be further developed and involving children and families meaningfully in shaping these. We signposted the childminder to 'A quality improvement framework for the early learning and childcare sectors: childminding' document to support the development of this.

Self evaluation had previously been undertaken, providing opportunities for the childminder to reflect on practice, identify strengths, and evidence areas of progress. The childminder was encouraged to continue using a method that felt manageable and meaningful. Engagement in reflective practice had enabled the creation of an action plan that identified areas for development. Continued use of structured self evaluation would provide further opportunities to improve the service, and involving parents in this process would enhance transparency and strengthen collaborative improvement.

Quality assurance processes were developing but were not sufficiently established to support consistently effective practice. Some key areas, such as keeping personal plans within statutory timescales were not being maintained reliably and sleep arrangements did not align with current best practice. A more systematic approach would ensure that records and policies, remained current and aligned with expectations.

The childminder engaged with the wider childminding network to share good practice. These professional discussions contributed to service development and supported reflective practice.

**Children play and learn** **5 – Very Good**

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.

**Playing, learning and developing**

Children were observed to be happy, settled, and content within the childminder's home environment. They engaged confidently in play and exploration using a variety of resources that supported their learning, development, and natural curiosity. The childminder made very good use of loose parts which included, bells, cones, and natural materials. The nature themed tuff tray provided opportunities for rich, open ended play that encouraged creativity, problem solving, and sensory exploration. These experiences reflected the childminder's strong understanding of child development and how children progress through meaningful play. The areas children accessed had been thoughtfully set up in advance of children arriving. This demonstrated that children were valued, and their needs had been prioritised. The environment was calm, welcoming, and organised in a way that enabled children to access resources independently and make choices in their play.

Interactions consistently promoted children's language development. The childminder used age appropriate strategies such as single word modelling, repetition, and providing commentary during play. These approaches supported the development of vocabulary, communication skills, and language confidence. Children were given time, space, and freedom to initiate their own play, with the childminder joining in sensitively when support or extension of learning was beneficial.

Strong partnership working with families was evident and contributed positively to children's wellbeing and development. Open communication and the sharing of daily experiences fostered trust and cooperation with parents, enabling children to flourish. These relationships ensured consistency between the home and the childminding setting, supporting emotional security and continuity of care. Learning and development reviews had taken place and were shared with parents. These documented children's progress and identified next steps. This demonstrated the childminder's commitment to supporting children's development in partnership with families.

The childminder made very good use of the local community to enhance children's learning and play opportunities. Children accessed a wide range of experiences outside the home environment, including meeting up with other childminders to support social development and broaden their experiences. Regular outings contributed to children developing confidence, resilience, and an understanding of their wider world.

## Children are supported to achieve

## 5 - Very Good

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.

### Nurturing care and support

The childminder consistently demonstrated a warm, nurturing approach that placed children's wellbeing at the centre of practice. Children appeared relaxed, confident, and happy in the environment, and it was evident that they had formed secure and positive relationships with the childminder. Children actively sought comfort and reassurance from her, indicating that they felt safe, loved, and emotionally supported within the service.

Nurturing approaches were clearly embedded in daily practice. The childminder recognised and responded sensitively to children's verbal and non verbal cues. Interactions with children were respectful at all times. The childminder positioned herself at the children's level, used a gentle tone, and empowered them to make choices about their play, routines, and rest. As a result, children were happy and content and their needs met.

Children experienced a calm and sociable lunch. The childminder respected children's rights by offering choice from their lunch boxes and encouraging independence. They discussed how they supported families to make healthy lunch box choices and shared recipe ideas to promote nutritious eating. Interactions during lunchtime contributed to language development, social connection, and reinforced children's sense of belonging.

Personal plans had been completed and reflected children's routines, likes, dislikes, and individual needs. The childminder knew each child well and used this information to tailor care appropriately. To maintain best practice, personal plans should continue to be updated at least every six months, or sooner if there are significant changes. Personal care routines were effectively supported. Children were soothed to sleep using calm, consistent strategies such as quiet verbal reassurance and cuddles, and comfort items were provided as needed. While routines were responsive and centred on the child, the current sleep arrangements did not fully align with best practice guidance. The childminder should review their sleep provision to support children to sleep safely.

Children's transitions were well supported. The childminder shared their transition programme for a child who had not yet started at their service. This included spending time with them at toddler groups prior to the placement beginning. These early opportunities to build relationships will support the child to feel safe, secure, and well prepared for the upcoming changes. The childminder also used questionnaires to support transitions, allowing her to gather meaningful feedback from families and identify strengths as well as areas for improvement.

The childminder had built strong, trusting relationships with families, that created a welcoming environment where parents felt included and valued. This supported effective communication and partnership working. One family told us, 'We have a great deal of trust in Julia. She is reliable and keeps us up to date on our child's day every day'.

## Complaints

Please see Care Inspectorate website ([www.careinspectorate.com](http://www.careinspectorate.com)) for details of complaints about the service which have been upheld.

## Detailed evaluations

Leadership	4 - Good
Leadership and management of staff and resources	4 - 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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