

# Jill Duncan Childminding Child Minding

Aberdeen

**Type of inspection:**  
Unannounced

**Completed on:**  
10 February 2026

**Service provided by:**

**Service provider number:**  
SP2016988500

**Service no:**  
CS2016351062

## About the service

Jill Duncan Childminding is registered to provide a care service to a maximum of six children at any one time up to 16 years of age, of whom no more than 3 are not yet attending primary school and of whom no more than 1 is under 12 months.

Until 24 July 2026, the childminder may care for a maximum of 7 children at any one time, (as identified in the variation request dated 8 December 2025), 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 include the children of the childminder's family/household.

From 19 December 2025 to 18 December 2026 on a Thursday only between 13:00 and 15:00 (or earlier if a child leaves the service before this date as identified in the variation application dated 8 December 2025), the childminder may care for a maximum of 6 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 4 are not yet attending primary school and of whom no more than 1 is under 12 months. Numbers include the children of the childminder's family/household.

The service is provided from the childminder's home in Bridge of Don, Aberdeen. The service is close to local schools, parks, shops and other amenities. Children have access to the living room, dining room, kitchen, downstairs toilet facilities and enclosed garden.

## About the inspection

This was an unannounced inspection which took place on 10 February 2026 between 08:15 and 12:00. 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:

- interacted with two children using the service
- received five responses to our request for feedback from families
- 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 had created a warm and welcoming environment where children and families felt valued and supported.
- Children experienced nurturing care which supported them to feel valued, loved and secure.
- Quality assurance and self-evaluation led to improvements that promoted positive outcomes for children.
- Children's play and learning was supported through a range of interesting and fun experiences.
- The childminder was committed to their professional development and providing a high quality service.

## 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	5 - Very Good
Children play and learn	5 - Very Good
Children are supported to achieve	4 - Good

Further details on the particular areas inspected are provided at the end of this report.

## Leadership 5 - Very Good

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

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.

The childminder was committed to delivering high-quality care for children. Their calm and caring approach helped families feel comfortable and encouraged open communication. As a result of these positive connections, children and families felt valued and cared for. One parent commented: "[The childminder] is brilliant, great communication when needed."

The childminder's vision was to provide "a relaxed, friendly, home from home and secure environment". This vision, along with the service's values and aims, was shared with families at enrolment and set out the childminder's commitment to enhancing children's experiences. These aims were evident in the childminder's nurturing approach and were communicated clearly to parents, helping families understand what they could expect from the service. The childminder told us they were currently reviewing the service's vision, values and aims. To strengthen inclusive practice, we discussed involving children and families in this process so that their views are considered and reflected in future developments.

Children and families benefited from a childminder who valued their feedback and thoughtfully considered how they could be involved in influencing change within the setting. Both informal conversations and formal methods such as floorbooks and questionnaires enabled children and families to share their ideas and suggestions to support improvement. All families agreed they were involved in a meaningful way to help develop the service. One parent commented: "[The childminder] is always looking at ways to improve their service and I applaud them in keeping up to date with changes to guidance and making the environment the best it can be for all of the children in their care."

Self-evaluation and improvement planning were well-considered and supported the childminder to reflect on their practice and enhance outcomes for children. For example, they had identified ways to offer more nutritious food choices in line with current guidance which supported children's health and wellbeing. This reflective approach ensured children benefited from care and experiences that were continually improving and responsive to their needs.

The childminder actively developed their professional practice and regularly took part in training. This helped them stay up-to-date with current guidance and strengthened the support they provided around children's safety, learning and wellbeing.

The childminder maintained close links with other local childminders, exchanging ideas, reflecting on practice together and facilitating a music group for children. This collaborative approach enabled the childminder to enrich children's learning and social experiences while making good use of the local community.

**Children play and learn** 5 - Very Good**Quality indicator: Playing, learning and developing**

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.

Children were happy and engaged as they explored a wide range of toys and materials that promoted choice and independence, whilst they confidently led their own play. These included arts and craft materials, construction toys and books. Children also explored real-life and natural objects which encouraged curiosity and supported problem-solving, language development and sensory learning. As a result, children were engaged, motivated and having fun in developmentally appropriate experiences.

Children experienced a very good balance of planned and responsive play. The childminder actively involved older children in planning experiences, helping them feel valued and promoting ownership of their learning. This contributed to an inclusive and responsive mixed age environment where all children could thrive.

Children's learning was supported by the childminder's knowledge of child development and their responsive, natural interactions. They took time to listen to children, pick up on their non-verbal cues and respected their choices. This supported children's communication skills and sense of being valued.

Children had opportunities to develop literacy and numeracy skills through play. A range of age appropriate books was easily accessible for children to choose from, and resources such as paper, pens and pencils were freely available to support mark making and early writing. Children had chosen to create their own coffee shop and takeaway restaurant, working together to make signs and menus. These experiences promoted children's language, literacy and numeracy development in a natural and engaging way.

Children's learning was recorded through photos, floorbooks and online updates, helping them reflect on their experiences and keeping parents well-informed. The childminder also observed children's play and interactions to assess their learning. This enabled them to recognise moments of achievement and plan for areas of development. These approaches ensured children received well-informed, tailored support that helped them make clear progress and achieve their next steps.

Regular opportunities to explore the local and wider environment supported children's social skills, wellbeing and understanding of the natural world. Parents told us experiences included: "Walks, scavenger hunt in nature, veg patch learning, mud kitchen/sensory exploring" and "Visiting the park and teddy bears picnic."

## 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 benefited from the childminder's warm and caring approach. They received comfort, reassurance and support when needed, helping them feel secure and valued. As a result, children formed strong, trusting bonds with the childminder. This promoted their emotional wellbeing and created a nurturing environment where children could thrive.

Children experienced relaxed and unhurried mealtimes which meant they could eat at a pace which was right for them. Snacks were eaten at a small table in the living area and younger children sat in a highchair. The childminder sat nearby to provide support and keep children safe from choking. They were offered nutritious food choices in line with current guidance which supported them to be healthy. Children had opportunities to be involved in preparing meals and snacks which helped them to develop life skills and independence.

Children received consistent care that followed their home routines including sleep and nappy changing arrangements. Their safety and comfort were promoted as they slept in travel cots or on sleep mats. When children woke, the childminder offered cuddles and gentle reassurance. This helped children feel a sense of comfort and familiarity in their daily experiences.

The childminder knew children and their families well. Information was shared through regular chats and messages. This promoted working together to meet children's individual care needs. However, a few children's personal plans were not fully completed or reviewed with parents every six months as required by legislation. This increased the potential to miss key information to fully support children's changing care needs. We asked the childminder to review children's personal plans with parents and they agreed to action this.

The childminder had created a warm and welcoming environment where children and families felt valued and supported. Connections with families increased their engagement in the service, positively impacting the quality of children's experiences. The childminder had systems in place to support regular communication with families. Parents shared they had formed good relationships with the childminder and they were always welcomed into the childminder's home to share in their child's care and learning. A parent commented: "[The childminder] is a warm and welcoming person. They are supportive towards me as a parent and they have become a very important person to our family."

## 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 update the medication policy and procedures to reflect not to give the first dose of a medicine that is new to a child. This should be shared with parents and carers.

National Care Standards early education and childcare up to the age of 16. Standard 3: Health and wellbeing.

**This area for improvement was made on 12 February 2018.**

#### Action taken since then

The medication policy and procedures have been updated since the last inspection. They now state that parents or carers must give the first dose of any new medication. The updated policies and procedures have been shared with parents and carers.

**This area for improvement has been met.**

#### Previous area for improvement 2

To stop using antibacterial hand-wash with the children and substitute this with ordinary liquid handwash.

National Care Standards early education and childcare up to the age of 16. Standard 2: A safe environment and Standard 3: Health and wellbeing.

**This area for improvement was made on 12 February 2018.**

#### Action taken since then

The childminder has stopped using antibacterial handwash. Ordinary liquid handwash is now used for children's handwashing.

**This area for improvement has 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

<b>Leadership</b>	<b>5 - Very Good</b>
Leadership and management of staff and resources	5 - Very Good
<b>Children play and learn</b>	<b>5 - Very Good</b>
Playing, learning and developing	5 - Very Good
<b>Children are supported to achieve</b>	<b>4 - Good</b>
Nurturing care and support	4 - Good

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