care inspectorate

Winton, Lisa
Child Minding

Turriff

Type of inspection:
Unannounced

Completed on:
18 February 2026

Service provided by:
Lisa Winton

Service provider number:
SP2004918548

Service no:
CS2005111516

HAPPY TO TRANSLATE

About the service

Lisa Winton is registered to provide care for a maximum of 7 children at one time under the age of 16, 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. There was one minded child present during the inspection.

The childminding service is delivered from the childminder's home in the rural village of Cuminestown, Aberdeenshire. They are a short drive from local amenities such as the school and shop. Children are cared for primarily in the large kitchen/living area and have access to a bedroom for sleeping.

About the inspection

This was an unannounced inspection which took place on 18 February 2026 between 08:45 and 11:15. This 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 and complaints information, information submitted by the service and intelligence gathered throughout the inspection year.

To inform our evaluation we:

- spent time with children using the service and spoke to two of their parents/carers
- received two completed questionnaires from staff and 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's overall care and wellbeing were promoted by warm and caring interactions with the childminder.
- Positive experiences for children were promoted as the childminder reflected on their practice.
- Children's engagement was supported through positive interactions and access to a variety of resources and activities.
- Strong relationships had been formed with children and their families, enabling the childminder to identify and meet children's care needs

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 childminder had a statement of aims and objectives in place. This was shared with families accessing the service, supporting them to know what to expect. While the aims and objectives were reflected in the childminder's practice, we suggested regular reviews to ensure this continues. The childminder should involve families in these reviews so that their ambitions for the children can be included.

The values of the service were evident in the warm and caring ethos the childminder created. A set of policies were in place to support and guide the childminder in their practice. The childminder should ensure that the policies continue to reflect most recent guidance and best practice. For example, referring to current child protection guidance within the policy.

Children and families had opportunities to give feedback and influence change. Parents spoken to were happy with the service and were kept informed through daily discussion and messaging. Parents responding to our survey strongly agreed they were meaningfully involved in developing the service. Children were asked what they wanted to do and could choose from a variety of toys and games, helping them develop independence as they made their own choices. The childminder should now ensure that feedback is used in the evaluation of the service to support continuous improvement.

Current self-evaluation processes were informal. Through reflection the childminder had identified some areas for improvement, outdoor play and parent surveys for example. While improvements had been made the impact on children's experiences had not been assessed. We signposted guidance, such as 'A quality framework for day care of children, childminding, and school-aged childcare' and self-evaluation guidance on the Care Inspectorate Hub. This will support them to use self-evaluation in a purposeful way that maintains positive outcomes for children.

Training opportunities, including first aid and child protection, supported the childminder's confidence in promoting children's safety. There were opportunities for professional discussion and sharing of experiences and ideas with the local childminder group. The childminder should now further develop their use of best practice guidance to support their professional development.

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.

Children were happy and engaged as they explored a range of good quality toys and games. This included some small world figures and drawing resources that encouraged children to use their imagination. Parents told us their children enjoyed attending the service and always had plenty to do, including older children who were offered resources that reflected their interests.

There were opportunities for sensory play with older children making play dough and exploring the recent snow indoors and outdoors. Other activities such as baking, storytelling and board games supported children in their use of numeracy and literacy skills. The childminder had a good understanding of how children learn and develop. They spoke of recent training focused on five to eight-year-olds and how this supported their skills.

Children took part in some outdoor learning experiences and accessed some amenities in their wider community. Parents told us their children enjoyed playing in the garden during the summer and making snowmen in the winter. Visits to the shops and local parks helped children develop an understanding of their local community.

Children had fun interacting and playing with the childminder. The childminder modelled good listening and talking skills, getting down to the children's level and responding to them. They supported children's learning through activities, such as music play, reading and imaginative pretend play. Children were praised for trying new things and for their achievements, which helped build their confidence and self-esteem.

Children were encouraged to share toys and play together. This helped create a positive, fun atmosphere.

Planning approaches were child-centred and responsive to children's interests. The childminder knew the children well and used this knowledge to plan experiences that reflected what they enjoyed. Children were also asked what they wanted to do and activities were planned based on their choices.

The childminder worked closely with children and their families to share learning, usually verbally at pick up or through messaging, to give parents an insight into their child's experiences. Parents agreed that they were welcomed into the childminder's home to discuss their child's care play and learning. However, observations of children at play were not used to help identify next steps and support children's progress. We discussed the benefits of introducing more formal observations to strengthen planning and help track children's learning over time and the childminder agreed to take this forward.

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, caring interactions that supported their overall wellbeing. By speaking to children at their eye level, the childminder helped them feel safe and understood. When children became upset, they were given comfort and reassurance, helping them regulate their emotions. This nurturing approach created a calm, positive environment where children were happy. Parents all told us they were very happy with the care provided to their children. One commented, "They are treated as one of the family" while another told us that the childminder was "phenomenal".

The childminder used a flexible and individualised settling process, offering visits tailored to each child's needs. This responsive approach helped new children feel comfortable and settled in the childminder's care.

Children received consistent care that followed their home routines, including sleep and nappy changing arrangements. However, at times, children slept in a pushchair which did not support their safety. The

childminder discussed their intent to encourage the use of cots for naps. We signposted them to the safe sleep guidance to support them in this. We discussed how the childminder supported children's privacy and dignity during nappy changes.

Children experienced positive snacks and mealtimes. Snacks were eaten at the dining table with younger children using a highchair. The childminder sat nearby to provide support and keep children safe from choking. Parents provided packed lunches which were served in an appetising way and enjoyed by the children.

Children's wellbeing was supported through the childminder's knowledge of their individual needs. Personal plans contained information to promote children's safety and wellbeing, such as food preferences and medical needs. These were created in partnership with parents when children started at the service. They included detail of younger children's daily routines such as naps and eating. However, there was limited detail around the ways that the childminder was supporting children. This was discussed with the childminder who agreed to add this information. The information on children's plans was up-to-date and regularly reviewed with parents. However, this was not always recorded. The childminder agreed to ensure that reviews were signed by parents going forward. This will reduce the potential for out-of-date information to be used to support children's care.

Strong relationships had been formed between the childminder and children and their families. Parents spoke warmly about the homely care provided and felt their child was treated as part of the childminder's family. They felt very welcome in the childminder's home which contributed to working together and sharing in their child's experience. This impacted positively on the quality of care and support, both at home and when in the care of the childminder.

Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at 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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