

Rae Walker Child Minding

Edinburgh

Type of inspection:
Unannounced

Completed on:
4 February 2026

Service provided by:
Rae Walker

Service provider number:
SP2003906355

Service no:
CS2003012633

About the service

Rae Walker provides a childminding service from their home in a quiet residential area in West Edinburgh. The childminder is registered to care for a maximum of six children at any one time under the age of 16, of whom no more than three are not yet attending primary school, and of whom no more than one is under 12 months. Numbers are inclusive of children of the childminder's family.

The service is close to local primary schools, shops, parks and other amenities. The children are cared for downstairs and make use of a designated playroom, kitchen, dining area and lounge. Children also have access to a downstairs toilet and an enclosed rear garden.

About the inspection

This was an unannounced inspection which took place on 29 January 2026 between 13:30 and 15:30. 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 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:

- spoke with five children using the service
- received feedback from six families
- spoke with the childminder
- 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 warm, nurturing and respectful interactions.
- Positive partnerships with families contributed to children's wellbeing and ensured continuity of care.
- Children had fun and were engaged in a variety of play experiences, which enabled them to develop a broad range of skills.
- The childminder should strengthen their approach to self-evaluation and improvement to support positive outcomes.
- Children benefited from meaningful opportunities to explore the local and wider community, enhancing their understanding of the world.

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	5 - Very 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's vision and values were clearly reflected in daily practice and in the positive relationships established with children and families. Parents described the environment as warm and homely, with one stating, "The standard of care is exceptional, my child is thriving as a result of being in such a safe, supportive and nurturing setting."

Informal methods were used to reflect on and enhance the service, such as identifying the garden as an area for development. While this demonstrated a commitment to improving children's experiences, a more structured improvement-planning process would strengthen progress. Clearly defined priorities, actions and timescales would support effective evaluation. We discussed the development of an improvement plan which would support the childminder to clearly track the success of the desired improvements. This would also identify gaps in children's experiences, to promote sustainable and continuous improvement and help influence and lead positive changes for children.

The childminder regularly engaged with parents informally to seek feedback, and took their views into account when making decisions about the care and learning provided. Questionnaires were shared with parents, however, would benefit from a more focused approach. We encouraged the childminder to continue to develop ways to formally involve children and their families in improving the service and further strengthen self-evaluation.

The childminder was a member of the Scottish Childminding Association and accessed resources through the Care Inspectorate Hub to stay informed of updated guidance. We recommended recording post-training reflections to evaluate learning and its impact on practice and outcomes for children.

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 relaxed, engaged and motivated in their play. Resources were well-matched to their needs and interests, and children accessed a range of activities including trains, torches, art materials and books. Parents told us the childminder offered a wide variety of experiences that met with children's interests, such as crafting and bracelet making.

The childminder's responsive interactions effectively supported children's learning. Conversations extended children's thinking, encouraged exploration and promoted language development. For example, children's interest in nearby building work was used to spark discussion, with the childminder offering praise to build confidence and communication skills.

Literacy and numeracy were promoted during play activities. Children were able to access a variety of books, and the use of songs and rhymes promoted early communication and language skills. As a result, children's opportunities for play and learning were enhanced.

To further enhance children's development, the childminder should consistently monitor and track children's learning and experiences. For example, extending interests into related play experiences which would provide deeper learning opportunities. We discussed how the childminder could strengthen their approach, for example, through the use of 'floorbooks.' This would support the recording of children's interests, observations and next steps and help ensure their needs are continually recognised and supported.

Regular use of the local community enriched children's play and learning. Activities such as park visits, 'Bookbug' sessions at the local library and nature walks provided varied experiences and supported active, healthy lifestyles. Attendance at local playgroups provided further learning opportunities, and supported children to make social connections and feel included within their community.

Children are supported to achieve **5 - Very Good**

Quality Indicator: Nurturing care and support

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 experienced warm, responsive and nurturing care that supported their emotional wellbeing. They were calm, settled and confident in the childminder's care. Consistent reassurance, praise and gentle guidance helped children feel secure and valued. Parents were very positive about the care the childminder provided, and comments included, "She goes over and above for the kids and I couldn't ask for better care, she is perfect."

The childminder's approach to transitions and daily routines effectively supported children to feel safe, secure and confident. Transitions were managed calmly and consistently, helping children understand what to expect throughout the day, promoting predictability. 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.

Children's overall wellbeing was supported through the childminder's knowledge and understanding of their needs. They spoke confidently about individual children's needs and strategies they used to support them. For example, supporting potty training and encouraging children's language development. The childminder worked closely with parents to ensure children's routines and preferences were consistent with home. Information gathered informed personal plans and included children's interests, routines, medical needs and dietary requirements. Six-monthly reviews were carried out to ensure that each child's care and support continued to meet their individual needs. This provided families with confidence and assurance in the quality of care offered by the childminder.

Whilst children did not currently need medication administered, the childminder had procedures in place, which were in line with the Care Inspectorate's best practice guidance, 'Management of Medication in Day care and Childminding Services.' This meant that should children require medication, the childminder was well-prepared to manage medication safely.

The childminder had a very good knowledge and understanding of their role and responsibilities in safeguarding and protecting children. They had completed child protection training, and were confident in appropriate action to take if concerns for the welfare or wellbeing of children should arise. This meant that children's safety and wellbeing was well-supported.

Positive relationships with families was a clear strength. The childminder had established strong, trusting relationships with families, creating a welcoming environment where parents felt included and valued. Parents were welcomed into the setting daily, creating regular opportunities for meaningful conversations and supporting positive settling routines for children. The childminder used a range of communication methods, including daily chats and WhatsApp updates to ensure families received consistent and relevant information about their child's experiences. This open communication helped parents feel informed and reassured, contributing to positive outcomes and a strong sense of belonging for children.

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
Staff skills, knowledge, values and deployment	4 - Good
Children play and learn	4 - Good
Playing, learning and developing	4 - Good
Children are supported to achieve	5 - Very Good
Nurturing care and support	5 - Very Good

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