

Wright, Margaret-Ann Child Minding

Blairgowrie

Type of inspection:
Unannounced

Completed on:
3 March 2026

Service provided by:
Margaret-Ann Wright

Service provider number:
SP2011982806

Service no:
CS2011300606

About the service

Margaret-Ann Wright provides a childminding service from their home in Coupar Angus. The service is registered to provide a care service to 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. Other conditions unique to the service include minded children cannot be cared for by persons other than those named on the certificate. Overnight care will not be provided. At the time of the inspection there were six children registered with the service.

Children have access to a large living/dining space, bathroom and enclosed garden. The service is situated in a residential area of Coupar Angus, close to schools, parks, and public transport.

About the inspection

This was an unannounced inspection which took place on 03 March 2026 between 08:45 and 12:30. Feedback was shared with the service on 03 March 2026. This inspection was carried out by two inspectors 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:

- spoke/spent time with three young people using the service
- received four completed questionnaires from families using the service
- spoke with the childminder
- assessed core assurances, including the physical environment
- 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.

During this inspection we gathered specific information to help us understand more about how services support children's safety, wellbeing and engagement in their play and learning. This included reviewing the following aspects:

- staff deployment
- safety of the physical environment, indoors and outdoors
- the quality of personal plans and how well children's needs are being met
- children's engagement with the experiences provided in their setting.

This information will be anonymised and analysed to help inform our future work with services.

Key messages

- The childminder provided warm, gentle, and nurturing care, which supported children's emotional wellbeing.
- Self-evaluation processes were at an early stage and were beginning to identify relevant areas for development to support improvement.
- Children were happy, confident, and engaged in their chosen play experiences, demonstrating a positive sense of wellbeing.
- Personal plans would benefit from further review to ensure they accurately reflect children's age, stage and changing developmental needs.
- Strengthening partnerships with families would support a more inclusive approach and ensure they were welcomed into the childminder's home.

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 established a warm, nurturing, and welcoming environment, which supported children to feel safe, secure, and settled. This positive ethos reflected the childminder's commitment to meeting children's individual needs. However, the service's vision, values and aims had not been reviewed for some time. The childminder shared that their practice was guided by being child led and responsive to individual children. We discussed the value of involving children and families in reviewing and shaping the service vision. This would ensure a shared understanding of high aspirations and place continuous improvement at the centre of achieving positive outcomes.

Early self-evaluation processes were beginning to support the childminder to identify strengths and areas for development. For example, they had recognised the need to develop consultation approaches with families, although this had not yet been progressed. Strengthening consultation methods would enable the childminder to gather meaningful feedback to influence children's care, learning and development. Families told us that daily conversations and messaging supported ongoing communication. One parent commented, "[The childminder] will always welcome me and my family with any suggestions we have." Another parent shared, "More photos of things they get up to each week would be nice." Implementing formal systems for gathering views would further support families to feel valued and involved, while driving sustained improvement.

The childminder had begun engaging with the Care Inspectorate's framework, 'A quality framework for the early learning and childcare sector: childminding.' We discussed methods to support manageable reflection and planning for change. Developing a structured approach to quality assurance would enable the childminder to reflect on practice more regularly. This would help to identify clear improvement priorities aligned to the needs of children and families.

An online platform was used to share information and updates with families. While the childminder felt this had supported the development of the service, they acknowledged that some families experienced difficulties accessing it. We discussed strategies to streamline communication systems. This would promote more effective and consistent engagement with families.

Policies and procedures were in place and contributed to the effective management of the service. These were routinely reviewed to ensure they reflected current best practice and guidance. We provided suggestions to strengthen the behaviour management policy to further promote positive, nurturing strategies. These approaches were already evident in the childminder's practice. Updating the policy would help reinforce consistent messages for families regarding their child's care and experiences.

Children play and learn 4 - Good**Quality Indicator: Play 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, settled and engaged in their chosen play experiences. The childminder's warm, calm, and responsive interactions helped create a relaxed, homely environment. This demonstrated that children felt comfortable and secure. Children were encouraged to make choices about their play, which promoted their independence. This approach enabled children to develop confidence and ownership of their learning.

Children's emotional wellbeing was supported effectively. The childminder checked in regularly with children and involved them in simple decisions. Comfort, such as cuddles, were offered sensitively, and children's choices were respected. This approach ensured children felt valued, included, and listened to.

Children's early communication and literacy skills were promoted well. During play, the childminder introduced new vocabulary and engaged children in simple word based games. They demonstrated a strong understanding of children's verbal and non verbal cues. The childminder consistently modelled and repeated words to support children's language development. These responsive interactions enabled meaningful conversations and supported children's confidence, and sense of being understood.

The childminder knew children well and provided age appropriate activities based on their needs and developmental stages. Resources supported problem solving and imaginative play, such as role playing in the toy kitchen. One parent told us, "A wide range of toys were available, and they often play in the garden, go for a walk or play playdough." We suggested that the childminder could increase opportunities for children to explore open ended materials, such as loose parts. This could further enhance creativity, critical thinking, and experimentation during indoor play.

An informal, child led planning approach helped the childminder respond to children's changing interests. Some photographs were shared with families to highlight play and learning experiences. While planning was responsive and focused on children's interests, systems for recording observations and identifying meaningful next steps were limited. Strengthening observation and planning processes could support the childminder to clearly identify, track and support children's progress. This would ensure children experienced challenge, success, and ongoing development in their learning.

Children's social skills and sense of belonging were promoted through regular experiences in the local community. Activities such as Bookbug sessions, walks and visits to local playgroups provided important opportunities. This enabled children to develop confidence, engagement, and social learning in a wider environment.

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, consistent, and nurturing care. They were observed smiling, laughing, and engaging positively with the childminder and with one another. The childminder's home provided a calm, welcoming and homely environment where children were confident to explore. Children's cues, preferences, and needs were responded to promptly, helping them feel safe, secure, and comforted. As a result, children had established strong, trusting attachments with the childminder.

Children's emotions were sensitively understood and supported. The childminder recognised when children needed reassurance and used appropriate strategies to help them regulate their emotions during play and daily routines. We discussed the benefits of introducing chronologies to record notable changes in children's wellbeing or behaviour patterns. This would support the childminder to identify children's emerging needs and respond effectively over time.

Personal plans were developed in partnership with families and reflected children's routines and individual needs. We suggested reviewing and updating personal plans more regularly to ensure they remained aligned with children's current development. For example, children's 'All About Me' information would benefit from being refreshed to accurately reflect their age and stage. Linking personal plans to the SHANARRI wellbeing indicators (safe, healthy, active, nurtured, achieving, respected, responsible, and included) would strengthen the overall quality of information. This would support a consistent, shared understanding of children's needs, progress, and achievements.

Personal care routines were carried out safely, respectfully and in ways that promoted children's dignity. The childminder followed appropriate hygiene procedures, including the use of personal protective equipment, and encouraged children to wash their hands. We asked that the childminder ensure warm water and soap were consistently available. This would further support effective infection prevention and control during handwashing, including before meals.

Children's need for rest was understood, and established sleep routines were described. A travel cot was available; however, children also slept in buggies, which does not align with safe sleep guidance. We asked the childminder to review and implement safe sleep practices. This would ensure children's wellbeing and safety were fully protected.

Mealtimes were calm, unhurried, and respectful of children's choices. Children were asked sensitively if they were ready for snack and were able to continue playing if they were not yet prepared to eat. This flexible approach supported children's independence and respected their individual preferences.

Positive and trusting relationships between the childminder and families supported meaningful information sharing. Drop off and collection took place at the door. One parent commented, "We do door drop off and pick up as [the childminder] has found it keeps all children settled so all discussions are still had." We asked the childminder to revisit this approach in line with the Care Inspectorate practice note, 'Me, my family and my childcare setting.' Reviewing this procedure would support families to fully participate in the service and promote the benefits of shared time within the childminder's home. This would further support families to feel welcomed and included.

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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