

# Fiona Robin Childminding Child Minding

Beith

**Type of inspection:**  
Unannounced

**Completed on:**  
19 February 2026

**Service provided by:**  
Fiona Robin

**Service provider number:**  
SP2015986933

**Service no:**  
CS2015337418

## About the service

Fiona Robin Childminding provides a childminding service from their home in Beith, North Ayrshire. The service is in a residential area. Children are cared for in a living/dining room. They have access to a downstairs bathroom and an enclosed garden.

The childminder is registered to care for a maximum of seven children at any one time under the age of 16, of whom no more than six are under 12 years, of whom, no more than three are not yet attending primary school and of whom no more than one is under 12 months.

At the time of our inspection, 11 children were registered with the service. There were three children in attendance during the inspection.

## About the inspection

This was an unannounced inspection which took place on 18 February 2026 between 12:00 and 14:45. 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, information submitted by the service and intelligence gathered throughout the inspection year. To inform our evaluation we:

- spent time with three children using the service
- received six completed questionnaires from families
- 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

- Children experienced a range of enjoyable, engaging play opportunities that supported their learning and confidence.
- Children enjoyed a variety of enjoyable play experiences that supported their learning and confidence.
- Regular outdoor and community activities helped children develop physical skills, explore their environment, and build social confidence.
- Responsive planning supported children to make continuous, developmentally appropriate progress.
- Respectful relationships helped children feel secure, understood, and confident in daily routines.
- Regular communication ensured families felt informed and included.
- Personal plans ensured children received care tailored to their individual 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	5 - Very 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 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 motivated to create a fun, welcoming environment and promoted positive values such as kindness and sharing. As a result, children confidently used kind words, took turns, and helped one another, contributing to a supportive and respectful atmosphere. The childminder planned to refresh their vision, values, and aims. We encouraged them to do this in consultation with children and families. This would ensure the updated values reflected the views of those using the service and continue to support a caring, respectful environment.

The childminder strongly believed in working in partnership with families. One parent told us, "[the childminder] offers advice. [They] put their own experiences into practical advice." The childminder had supported families when they faced challenges, such as difficulties with children's sleep routines. As a result, families felt listened to, supported, and confident that the childminder worked with them to meet their children's needs.

Self evaluation processes were in place. The childminder reflected on their service using a traffic light system alongside the self evaluation toolkit 'A Quality Improvement Framework for the Early Learning and Childcare Sectors: Childminding'. This approach helped them identify what was working well and where further development was needed. They then used a more detailed three step evaluation approach in the areas that required the most attention. This allowed them to plan improvements, for example, introducing new activities for children.

The childminder created an improvement plan based on self-evaluation. For example, a new target was to increase opportunities for feedback from families and children. The childminder intended to use this feedback to help guide future developments and ensure the service continued to meet the needs and preferences of those using it. We agreed this was a positive focus and suggested additional ways of gathering views to strengthen this process even further.

## 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 having fun. They enjoyed playing with the toys available to them and led their own play throughout the visit. They moved around the childminder's home with ease, showing that they felt relaxed and at home. Younger children confidently asked for additional toys, and the childminder responded straight away. As a result, children felt secure, valued, and confident to explore their play ideas.

There was a wide range of toys and activities that supported children's learning and development. These included painting, shape sorting games, construction toys such as 'Magformers', and a toy kitchen. This variety allowed children to practice important skills such as problem solving, creativity, and early language through role play, helping them make meaningful progress in their development.

The childminder supported early literacy through stories and action songs. These opportunities strengthened communication and encouraged children to express themselves. This improved children's language skills and supported their early learning.

Children had daily access to outdoor play. They went on frequent walks, visited the park, and made regular use of the garden. The garden offered many opportunities for physical exercise. It was well equipped with climbing frames, a trampoline, ride on tractor, and balance bikes. There were also areas for sand play, water play, and chalk drawing, giving children chances to explore, investigate, and be creative. As a result, children built physical confidence, developed curiosity, and formed a positive attitude towards active outdoor play.

The childminder made good use of local community resources. They regularly attended toddler groups and visited the library, which helped children build confidence and social skills in different settings. They also used a nearby country estate to meet other childminders. This gave children opportunities to mix in larger groups and take part in outdoor sports and activities, such as parachute games. During school holidays, the childminder explored the wider area and took children on trips to castles and museums. This enriched their experiences and broadened their understanding of the world.

The childminder showed strong knowledge of how children learn through play. They used their interactions to extend children's thinking and supported them to share and take turns. When children showed interest in bees, the childminder followed their curiosity and helped deepen their learning. Their praise and encouragement helped children feel confident, motivated, and positive about learning.

The childminder planned responsively to meet each child's individual needs. They used developmental tracking documents well to guide this planning. This supported children to make progress. Children's monthly achievements were recorded in their personal diaries and shared with parents. This helped families stay informed and supported continuity in children's learning and development.

## 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 and nurturing interactions. The childminder listened carefully to children, and gave praise. One parent told us, "[the childminder] is kind, patient and always thinking of the children's needs". The childminder spoke to children with respect. For example, when it was time to leave, they explained what was happening, and gave them time to adjust. As a result, children felt understood, reassured, and able to move between routines with confidence.

Mealtimes were relaxed and unhurried. The childminder sat with the children to make sure they were safe and comfortable, and used the time to chat with them and create a sociable atmosphere. Children were offered a healthy snack, helping them develop positive eating habits in a calm and supportive environment.

The childminder encouraged children to maintain good personal hygiene. They supported children to wash their hands before and after eating and to wipe their faces afterwards. This helped children learn healthy routines and develop independence in caring for themselves.

The childminder had built effective relationships with families. They used a childminding app to share daily updates on personal care, sleep, and eating. They also used a messaging app alongside daily conversations to keep parents updated. A parent told us, "we appreciate the regular updates, photos and communication which keep us informed about our child's day and development". This ongoing communication helped families feel included and supported strong partnerships.

Personal plans contained the information needed for the childminder to support children well. Details about children's preferences, needs, and likes and dislikes helped them tailor care to each child. Regular six monthly reviews with families ensured this information stayed accurate and relevant, supporting consistent and responsive care.

## 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>5 - Very Good</b>
Nurturing care and support	5 - Very Good

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