

# Kingussie Childcare Child Minding

Kingussie

**Type of inspection:**  
Unannounced

**Completed on:**  
4 March 2026

**Service provided by:**  
Jane Ali

**Service provider number:**  
SP2023000013

**Service no:**  
CS2023000018

## About the service

Kingussie Childcare is operated by Jane Ali. They provide a childminding service from their home in Kingussie. The service is registered to care for a maximum of six children under the age of 16 years, of whom a maximum of six will be under 12, of whom no more than three are not yet attending primary school and of whom no more than one is under 12 months. Children have access to a playroom, dining room, kitchen, a toilet and a very large enclosed garden. The service is within easy reach of local facilities including shops, parks and school.

## About the inspection

This was an unannounced inspection which took place on Tuesday 3 March 2026 between 10:30 and 12:30. We gave feedback by telephone on Wednesday 4 March 2026. 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 three children using the service
- received feedback from four families
- spoke with the childminder
- observed practice and daily life
- assessed core assurances, including the physical environment
- 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, trusting relationships with the childminder, who provided consistently kind, responsive and compassionate care.

Children were happy, settled and having lots of fun in the calm, caring environment.

Children enjoyed rich, meaningful play opportunities both indoors and outdoors, helping them explore, be active and develop confidence.

Children were well supported through effective personal plans that reflected their needs and helped them progress.

Families experienced consistent communication that helped them feel informed, involved and confident in the 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 thrive and develop in quality spaces | 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.

Children's experiences were enhanced by the childminder's clear and consistent vision, values and aims. The childminder had recently consulted with families to review these, ensuring they reflected what was most important to them. This collaborative approach strengthened shared understanding and reinforced a positive ethos centred on providing a safe place where children and adults communicate effectively and respectfully, and where lifelong learning and creativity are nurtured.

Families who responded to our MS Forms questionnaire told us they strongly agreed or agreed that they were meaningfully involved in developing the service. They shared comments such as:

"Jane always asks for my/our input".

"Jane frequently asks us for our views and thoughts".

Families felt informed and included in their children's learning and development through effective daily communication. This included regular conversations, messaging and written diaries for all children.

The childminder's effective leadership contributed to positive experiences for children and families. This was evident in the calm, well-managed environment, the thoughtful use of outdoor play to enrich learning, and the consistent communication that helped families feel valued, included and reassured.

Self-evaluation was a developing strength of the service. The childminder had begun using the Quality Improvement Framework for the Early Learning and Childcare Sectors: Childminding to reflect on practice and identify areas for improvement. A clear and relevant development plan had been created to guide this work. Regular conversations and consultation with families supported the process, ensuring their feedback shaped meaningful developments.

The childminder demonstrated a strong commitment to professional learning and development. They regularly engaged in Scottish Childminding Association (SCMA) training to keep their skills and knowledge current.

**Children thrive and develop in quality spaces** 5 - Very Good**Quality Indicator: Children experience high quality facilities**

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 high quality facilities that supported their safety, wellbeing and learning. The environment was safe, secure and well maintained, with clear routines in place to promote effective infection control. Very good handwashing practices were firmly embedded, with children washing their hands regularly throughout the day. Indoor and outdoor spaces reflected children's interests and developmental needs, and children had daily access to the outdoor space for extended periods.

The large outdoor area was a significant strength. It offered rich opportunities for exploration, physical activity and problem solving in a spacious, natural environment. Children had access to features that encouraged active play, such as climbing trees, running freely, balancing and navigating natural obstacles. We observed children confidently engaging in these experiences, building strength, coordination and resilience while developing their own ideas through physical play.

Risk benefit assessments were used effectively to keep children safe while still supporting meaningful play. The childminder reviewed and updated risk assessments regularly and used them as part of daily routines. Children were actively involved in assessing risk during activities such as outdoor play. They discussed potential hazards, considered how to stay safe and made decisions with increasing confidence. This helped develop their awareness, independence and responsibility.

Resources and equipment were well maintained, ensuring they remained safe, accessible and ready for use. Safety was balanced thoughtfully with opportunities for children to explore risk, supported by the childminder's well judged interactions. Confidential information and personal data were stored securely, with clear systems in place to ensure only authorised access.

Children played an active role in shaping their environment. Their ideas and interests influenced how spaces were organised and what resources were provided. They helped adapt both indoor and outdoor areas, deciding how materials should be used. This meaningful involvement gave children a strong sense of ownership and belonging, with the environment reflecting their unique identities. Supporting children to help shape the space contributed to a flexible and responsive environment where they felt respected and confident.

## 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 experienced high quality play and learning opportunities that supported their curiosity, confidence and overall development. They enjoyed a wide range of engaging experiences, both indoors and outdoors, which allowed them to explore, be active and follow their own interests. Children had ample freedom to lead their own play, helping them develop independence and a strong sense of themselves.

Outdoor play was a key strength of the service. Children made very good use of the rich outdoor environment filled with natural and open-ended materials. Large loose parts such as tractor tyres, logs, ladders and wooden planks encouraged problem solving, cooperation and imaginative play, while also supporting the development of strength, coordination and resilience. These daily outdoor experiences had a positive impact on children's wellbeing by giving them space to move and take manageable risks.

Interactions between the childminder and the children were warm, caring and responsive. The childminder understood children's needs well and demonstrated skill in knowing when to step in and when to allow children space to explore independently. Careful observation enabled the childminder to extend children's learning gently while respecting their play. Sensitivity to verbal and non verbal cues helped create a calm, nurturing environment where children felt safe, understood and valued. Time spent in the local community further supported peer interactions, helping children learn to share, play together and form early friendships.

Planning clearly reflected children's interests, play and developmental needs. Activities were meaningful because they were based on what children enjoyed and were ready for. Outdoor learning and the use of large loose parts were central to the planning approach, recognising the strong benefits these experiences bring to children's physical development, thinking skills and emotional wellbeing. Ongoing assessment supported the childminder to provide the right level of challenge, helping children make steady progress with growing confidence.

The childminder also used floor books to creatively document children's learning and progress. These captured children's ideas, experiences and achievements through photos, comments and observations. Children were encouraged to contribute their own thoughts, helping them reflect on their learning and feel proud of their achievements. Families could view these records, helping them stay connected to their child's learning.

**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, consistent and responsive care that supported their emotional and physical wellbeing. Daily routines such as mealtimes and personal care were used effectively to build trust, promote independence and help children feel safe and secure.

Mealtimes were a particular strength. Children enjoyed home cooked meals made with fresh ingredients, including produce they had helped to grow in the childminder's garden. They were encouraged to self serve, make choices and participate at their own pace. This created a calm, social and meaningful experience that supported independence, confidence and healthy relationships with food. One parent told us: "My child has tried so many new foods with Jane and now eats a much wider variety of healthy foods. We are very happy with the variety of food that he gets to try and eat." The childminder shared information about meals and snacks with families so they understood how guidance was being followed. Fresh drinking water was available throughout the day.

Interactions were kind, compassionate and tailored to each child's individual needs. Children were supported to express their feelings, manage their emotions and develop social skills in a respectful and nurturing environment. Transitions between home and the setting were thoughtfully planned, helping children settle smoothly and feel reassured.

Personal planning was well established and clearly reflected each child's strengths, interests and needs. Plans were created in partnership with families and other professionals where appropriate. Regular reviews, informed by the GIRFEC framework, ensured planning remained holistic and child centred. Personal plans were used effectively to track progress, guide next steps and support smooth transitions into and out of the service. Plans were updated as children grew and changed, demonstrating the childminder's strong commitment to meeting individual needs and providing high quality care.

Relationships with families were positive, trusting and respectful. Families were recognised as active partners in their child's care and learning. They told us they had regular opportunities to discuss their child's progress with the childminder and that this open communication helped them to feel confident, reassured and well informed about their child's time at the setting.

**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

|  |               |
|--|---------------|
| Leadership                                       | 5 - Very Good |
| Leadership and management of staff and resources | 5 - Very Good |
| Children thrive and develop in quality spaces    | 5 - Very Good |
| Children experience high quality spaces          | 5 - Very Good |
| Children play and learn                          | 5 - Very Good |
| Playing, learning and developing                 | 5 - Very Good |
| Children are supported to achieve                | 5 - Very Good |
| Nurturing care and support                       | 5 - Very Good |

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