

Jenny's Childminding Child Minding

West Kilbride

Type of inspection:
Unannounced

Completed on:
6 February 2026

Service provided by:
Jennifer McInroy

Service provider number:
SP2016988463

Service no:
CS2016350766

About the service

The childminding service is provided by Jenny McInroy in West Kilbride, North Ayrshire. The accommodation used for childminding consists of a lounge and kitchen area and a downstairs bathroom. The service is situated within a quiet residential area close to local early years services and schools. A large back garden is available for children's use.

The childminder is registered to care for a maximum of six children at any one time up to 16 years of age, of whom no more than three are not yet of an age to attend primary school, and of whom no more than one is under 12 months. Numbers are inclusive of children of the childminder's family.

About the inspection

This was an unannounced inspection which took place on 04 February 2026 between 09:30 and 13:30. 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 registration and complaints information, information submitted by the service and intelligence gathered throughout the inspection year.

In making our evaluations of the service we:

- Spoke with the childminder.
- Observed practice and daily life.
- Reviewed documents.
- Received feedback from three parents/carers.

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, responsive care and strong, trusting relationships, which helped them feel secure, valued, and well supported in their daily routines.
- Ongoing self evaluation and feedback from families helped the service keep improving and remain responsive to children's needs.
- Clear values and nurturing practice helped children feel respected, listened to, and secure.
- Children enjoyed high quality play and learning experiences that matched their interests and supported their development.
- Children were cared for in a nurturing, calm environment where their individual needs were well understood and supported, helping them feel safe, settled, and confident.

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

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|-----------------------------------|---------------|
| 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 significant strengths in aspects of the care provided and how these supported positive outcomes for children, therefore we evaluated this key question as very good.

A clear and meaningful vision, values, and aims were in place. These were well embedded in daily practice, with the childminder consistently modelling an ethos of treating children as individuals, valuing their opinions, and providing warm, nurturing interactions. As a result, children felt secure, respected, and well cared. We discussed how revisiting the values with current families and children would help make sure they reflect what people using the service want, and would support shared understanding and continued improvement.

Policies and procedures were reviewed regularly and kept up to date in line with national guidance. For example, the childminder had recently updated the healthy eating policy in line with the revised 'Setting the Table' guidance, demonstrating a proactive commitment to promoting children's wellbeing. This meant families benefitted from clear, current information that supported their understanding of how the childminder maintained a safe and nurturing environment.

The childminder had begun to use the Care Inspectorate 'A quality improvement framework for the early learning and childcare sectors: childminding' to guide self-evaluation. This supported the childminder in identifying strengths with reference to evidence of children's experiences and outcomes. Self-evaluation was becoming more embedded, contributing to a culture of reflection and improvement. We discussed how embedding the new framework more explicitly would help strengthen the structure of ongoing evaluation.

An Improvement Plan was in place and included actions to enhance the quality of the service. While progress was evident, it was not always clear how specific areas for improvement had been identified. We encouraged the childminder to ensure that future actions were directly linked to self-evaluation evidence, making it clear how changes would improve outcomes for children. This would support a more robust and measurable approach to planning improvement.

Children were actively consulted about their experiences and ideas in age appropriate ways. This included daily conversations about preferred activities and outings, and involving them in creating and reviewing the house rules. These opportunities helped children feel included, respected, and able to influence their environment, reflecting the childminder's commitment to meaningful participation.

Feedback from families was valued to support improvement within the service. The childminder told us they used a variety of questionnaires for both parents and children, including child friendly formats such as the "happy/sad face" tool. This contributed to a strong understanding of children's and families' needs, ensuring the service remained responsive and child centred. Families reported feeling listened to and valued, which helped strengthen trusting and positive relationships.

Children play and learn 5 - Very Good

Quality Indicator: Playing, learning and developing

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children, therefore we evaluated this key question as very good.

Children experienced very good play and learning opportunities. Children were engaged and having fun with their friends. They enjoyed imaginative play, reading and playing board games together. The childminder told us these had been chosen in relation to supporting children to further explore their interests and curiosities. As a result, children were supported to learn in a context that was meaningful to them.

The childminder planned the environment well, making sure children could access a wide range of suitable toys and materials that encouraged them to explore and be creative. Resources were set out in a way that helped children make their own choices. This supported their independence and confidence, as they were able to decide what they wanted to play with and follow their own interests

Children were clearly settled, happy, and confident in the childminder's care. They had strong relationships with them, which helped them feel safe and willing to explore and play. The childminder joined in with children's play in a warm and purposeful way. They took time to talk to them, introduce new words, and help them think about what they were doing. Younger children, for example, learned the names of animals during play and had their interest extended through related books. These positive interactions supported children's language and communication well.

The childminder observed children closely and understood their developmental stages. They were skilled at recognising children's progress and sharing this information with families. Next steps were recorded clearly and meaningfully within children's personal plans and their individual learning folders. This ensured that families remained well informed and included.. One parent told us: "The [childminder] keeps me updated with my child's paperwork & their targets, what they have been or are going to be working on". As a result, approaches to care and learning for children were consistently supported across home and the service.

Children had frequent outdoor experiences, including visits to parks, green spaces, and community groups. Attending local childminding groups and meeting other children helped them build social skills, grow in confidence, and experience play with peers outside the home. One parent told us: "The [childminder] attends different groups for all the kids that attend.

The childminder used reflective tools, such as big books with photographs and children's comments, to help review their practice. This supported the childminder to think about what worked well, capture children's voices, and plan activities that met their needs and interests.

Children are supported to achieve 5 - Very Good

Quality Indicator - Nurturing care and support

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children, therefore we evaluated this key question as very good.

Children benefited from warm, nurturing, and responsive care that placed their wellbeing at the centre of the service. The childminder created a calm and caring atmosphere where children felt valued, understood, and secure. One parent told us: "The [childminder] is kind, caring & most of all my child just adores her. They've grown up in her setting & most recently started going to nursery alongside their days with [childminder]. I think it's the perfect mix for my child at nearly 4 years old.

I am very grateful to have found such a lovely childminder for my child." As a result, children were relaxed, settled, and confident throughout the day, showing strong signs of emotional wellbeing.

Children's wellbeing was supported through clear and effective personal plans. These plans showed what made each child unique and respected their rights by including their routines, likes, dislikes, and any support they needed. The plans sampled had been reviewed regularly with families, which helped keep them up to date and relevant. As a result children received care and support that was right for them.

Mealtimes were relaxed and unhurried, allowing children to eat at their own pace and follow their individual routines. Children brought their own meals and snacks from home, and the childminder responded sensitively to their cues, such as tiredness, or the need for comfort. The childminder sat with the children and offered support with unpacking items if needed. The children and childminder engaged in conversations about their morning experiences and talked about what they might do that afternoon. This supported children to experience a quality mealtime.

Connections with children and families were a clear strength of the childminder's practice. The childminder knew families well and built strong relationships based on respect, warmth, and open communication. A welcoming environment had been created where families felt supported, listened to, and included in their child's experiences. One parent told us: "The [childminder] is very welcoming." These positive relationships supported continuity of care and contributed strongly to children's sense of belonging.

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

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| 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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