

Williamson, Ann Child Minding

Perth

Type of inspection:
Unannounced

Completed on:
27 February 2026

Service provided by:
Williamson Ann

Service provider number:
SP2003905476

Service no:
CS2003010071

About the service

Ann Williamson provides a childminding service from their home in a residential area of Perth. The service is close to local schools, nurseries, parks and green spaces. The childminder is registered to provide care to a maximum of five children at any one time up to the age of 16. Numbers are inclusive of the children of the childminder's family.

About the inspection

This was an unannounced inspection which took place on 27 February 2026 between 09:40 and 13:30, with feedback being provided at the end of the inspection visit. One inspector from the Care Inspectorate carried out the inspection.

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 throughout the inspection year.

In making our evaluations of the service we:

- spent time with children using the service
- spoke with the childminder
- gathered feedback from two families
- observed practice and children's experiences
- 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

- The childminder had begun using self-evaluation. Supported by recent training and daily reflection, they recognised that adopting more formal processes would help them identify strengths and areas for improvement.
- Children and families' views were gathered regularly, helping everyone feel included and valued. This supported a responsive approach in making improvements.
- Children experienced a play and learning environment that promoted their independence and allowed them to make choices and follow their interests.
- Progress and development records helped to recognise children's achievements and identify where extra support might benefit their development.
- Children were cared for gently and reassuringly during sleep. However, sleep routines did not fully align with current safe sleep guidance.
- Children were provided with nurturing care and appeared relaxed, confident, and secure in the setting. They moved around the setting freely and comfortably in a way that showed they had a strong sense of belonging.

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.

Aims and objectives had been developed for the service, reflecting the childminder's values and vision for high quality experiences. These focused on ensuring children benefited from a balance of planned and freely chosen play within a safe, welcoming and nurturing environment. As a result, children were observed to be confident, engaged and supported to develop at their own pace. To further strengthen outcomes, the childminder could involve families in developing a shared vision. This would help to promote wishes and aspirations between home and the setting.

The childminder was beginning to use self-evaluation. They understood that doing this regularly would support them to assess what was working well and improvements that could be made. Recently attended webinars helped them to feel more confident in evaluating their practice. They recognised that using more formal evaluation methods would lead to steady, long-term improvements in the quality of children's experiences and to better outcomes.

Risk assessments and policies had been developed to guide the childminder's practice. However, some policies and procedures would benefit from being reviewed and updated to reflect current best practice guidance, such as creating a clear missing child policy. Strengthening these procedures would ensure safety measures are robust and support better outcomes for children by keeping them consistently safe and well cared for.

Children and families' views were regularly gathered, helping everyone to feel included and valued. This enabled families to share ideas and provided opportunities to influence their child's care. The childminder adapted feedback methods to include children's views, recognising that even very young children who cannot yet communicate verbally can still express preferences and ideas. This meant that children experienced care that was more responsive to their needs and helped them feel understood. One family shared, "My child is not always able to express a clear opinion verbally, but [the childminder] takes their preferences in to account when putting out toys and choosing activities".

The childminder's engagement in professional development strengthened their ability to support children's learning, care and wellbeing. It would be beneficial for them to record training reflections. This would help to assess how new learning influences their practice and support to identify further gaps in knowledge.

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 experienced a play and learning environment that promoted independence, curiosity, and engagement. The childminder provided a variety of play opportunities, with resources that were well organised and easily accessible. This included construction materials, cause and effect toys, small world play, and a range of art activities. The environment was arranged to support children to explore freely, enabling them to make choices and follow their interests.

The childminder responded to children's ideas and adapted experiences to support emerging interests, for example encouraging one child's enthusiasm for number activities by providing further opportunities for early numeracy exploration. Children's ideas were actively listened to and valued, and experiences planned to support and include them in decision making. This meant that play was motivating and fun.

Children's thinking and learning were supported through positive interactions. The childminder used effective strategies such as modelling and encouragement to help extend children's ideas. Interactions were respectful, warm and guided by children's interests. The childminder joined in children's play and supported their learning. Children were given time to think, respond, and explore ideas.

Progress and development records recognised children's achievements and identified where extra support might help them continue to grow. As a result, children were making good progress. Photograph albums highlighted that children took part in a variety of experiences that supported their learning. It may be helpful to include evaluations of learning and noting possible next steps within the observations. This would strengthen planning and ensure children's play continues to support their development.

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, gentle and nurturing care, helping them feel safe and valued. The childminder offered comfort and affection, which supported children to feel secure and confident. The childminder's calm, soothing manner helped children regulate their emotions and build trusting attachments. When children were upset or needed support, the childminder responded sensitively. This approach strengthened children's emotional wellbeing.

Children appeared relaxed in the setting. They moved around freely and comfortably, showing that they had a strong sense of belonging in the environment. Dedicated space for children's personal items and photographs helped them feel valued and created a sense of ownership within the setting. Children's voices were listened to and respected, with their choices acted upon, allowing them to influence their daily experiences. One family told us, "[The childminder] is very warm and friendly towards my child. There is a calm atmosphere and engaging toys. [My child] is always happy and relaxed to see [the childminder] and I know they are safe with them".

Mealtimes were unhurried and supportive. Children were encouraged to take part in simple responsibilities, with one child helping to set the table for snack. Dietary needs were respected, with families providing meals that included healthy options such as fruits and vegetables. The childminder sat with the children, creating a warm and sociable atmosphere.

Children were cared for in a calm and nurturing way during sleep. However, sleep routines did not fully align with current safe sleep guidance. Although routines reflected those from home, safer sleep practices had not been fully considered. Children slept in buggies, which could pose a potential safety risk. Safe sleep expectations were discussed, and alternatives such as travel cots were recommended to help bring routines in line with best practice (see area for improvement one).

Personal plans were used well to support children's wellbeing and ensure their needs were clearly understood. Plans captured children's likes, routines, preferences, and developmental progress. These were reviewed at least every six months, ensuring they were up to date and meaningful. The childminder worked closely with families to make sure plans reflected children's experiences at home as well as in the setting. This helped to create a consistent approach to their care. By working in partnership with families, relationships were strengthened and children received consistent, supportive care.

Areas for improvement

1. To ensure that all children are consistently supported to sleep safely while in the service, the childminder should further develop safe sleep practices, using current safer sleep guidance to review and strengthen arrangements.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that:

'I experience high quality care and support based on relevant evidence, guidance and best practice' (HSCS 4.11).

and

'My environment is secure and safe' (HSCS 5.19).

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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