

Nanny Naj's Nook Child Minding

Edinburgh

Type of inspection:
Unannounced

Completed on:
25 February 2026

Service provided by:
Najia Chohan

Service provider number:
SP2023001412

Service no:
CS2024000076

About the service

Nanny Naj's Nook provides a childminding service from their home in a quiet residential area of Gilmerton in the southeast of Edinburgh.

The childminder is registered to provide a care service for a maximum of six children at any one time up to 16 years of age, 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 five children were registered with the service.

The service is close to local primary schools, shops, parks, woodlands and other amenities. Children are cared for in the downstairs living room, kitchen/dining area and downstairs bathroom. Children also have access to an enclosed back garden to the rear of the property.

About the inspection

This was an unannounced inspection which took place on 24 February 2026 between 11:00 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 information, information submitted by the service and intelligence gathered since the service registered.

In making our evaluations of the service we:

- interacted with two children using the service
- reviewed electronic questionnaires returned by three families
- spoke with the childminder
- observed practice and daily life
- reviewed documents.

Key messages

- Children benefitted from a safe, engaging and nurturing environment.
- High quality play and learning opportunities evolved in response to children's needs.
- The childminder proactively sought training opportunities and used the knowledge gained to improve their service.
- Parents were positive about the care their child received.
- Parents were fully involved in their child's personal plan, resulting in consistent care for children.
- Home visits and family days further enhanced relationships between the childminder and families.

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

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.

Quality indicator: Leadership and management of staff and resources

The childminder demonstrated a strong commitment to delivering high quality care for children and families. The aims and objectives of the service were clearly communicated to families through the welcome pack. This ensured that they were well informed about the service's purpose and values. This transparency supported trusting and positive relationships with families.

Self-evaluation was an embedded part of the service. The childminder used a range of tools linked to 'A quality improvement framework for the early learning and childcare sector: childminding' (Education Scotland and Care Inspectorate 2025) to reflect on practice and identify areas for development. The childminder understood that the key focus was on demonstrable impact and ongoing improvement which was clearly evident in daily practice.

Feedback was routinely sought from families through formal questionnaires every six months. Although no suggestions for improvement had been received, the childminder maintained a responsive and open approach. Daily conversations during drop off and pick up times, along with ongoing communication via an online app, ensured parents had regular opportunities to discuss their children's needs and progress. For example, recent communication regarding toilet training illustrated the childminder's proactive engagement with parents and willingness to adjust care in partnership with families. Parents confirmed this, telling us "The childminder is responsive to our child's interests and needs and adapts practice accordingly. We feel our opinions are valued, and this collaborative approach helps ensure the service continues to develop in an inclusive, responsive, and child-centred way" and "The childminder involves both me and my child in a meaningful way to help develop her service. They also listen to my child's interests and preferences when planning outings and play, so we feel our voices genuinely help to shape the care provided". This collaborative approach supported positive outcomes for children.

The childminder was committed to continuous professional learning and actively sought out training and best practice guidance. They evidenced their learning through reflective notes that described how new knowledge influenced and improved their service. For example, as a result of a course on Hygge in the early years, the childminder had worked on developing a cosy environment, introducing natural materials and low lighting. They had taken part in the Scottish Childminding Association (SCMA) mentoring programme, which offered peer support and collaboration from an experienced childminder. The childminder told us how this collaborative approach had supported their practice. They had signed up to participate in the Care Inspectorate's Quality Improvement Framework podcast to increase their knowledge. This reflective approach demonstrated a genuine desire to enhance their knowledge and improve outcomes for children.

Children thrive and develop in quality spaces 5 - Very Good

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.

Quality indicator: Children experience high quality spaces

The childminder's home was clean, tidy and secure, providing a calm and safe environment. The childminder was confident in making the best use of the available spaces and resources to create, sustain and enhance a motivating environment for children. The childminder told us about the improvements to the environment following professional learning, demonstrating an ongoing commitment to creating warm, cosy and emotionally nurturing spaces for children. Parents confirmed this telling us "The childminder's house is immaculately tidy and organised. Every area of the childcare setting feels safe and geared towards the nurture of the children".

The childminder recognised the importance of daily outdoor play and its benefits for enhancing children's wellbeing, learning and progress. Children benefitted from the childminder's love of nature and outdoors, with time spent enjoying local exploration and outdoor play opportunities. The enclosed back garden provided interesting play and learning activities such as planting and growing flowers and vegetables, as well as observing wildlife and nature. Parents told us "The childminder always makes sure my child has plenty of outdoor play. She takes them to castles, forests, parks and many other places, where they can explore nature, play freely and even make crafts from things like leaves". As a result children were gaining a deeper understanding of how to care for their natural environment.

Children could move freely, explore confidently and engage in uninterrupted play. They were listened to, respected and celebrated by the childminder. Parents confirmed this telling us "The childminder is very child centred and I know puts a lot of thought into how to develop the setting to meet the needs of the individual children". Pictures of activities and labelled resource boxes allowed pre-verbal children to choose activities. Children had opportunities to make decisions and lead their own play. They were encouraged to independently choose what they wanted to play with and to tidy up afterwards.

Risk assessments for both the home and garden were robust and up to date, which ensured that children consistently experienced a safe environment. Resources and materials available to children were varied and responsive to children's individual needs and interests. The childminder actively considered how to extend children's learning through managed risk. For example, when climbing outdoors, the childminder encouraged children to begin assessing risks independently to foster their resilience and confidence.

Children's safety, health and wellbeing were supported through high standards of hygiene. The childminder had completed infection prevention and control training and had a clear understanding of how to provide and promote a high-quality, clean and safe environment. When children required personal care, high levels of infection prevention and control were implemented. Children were supported in regular handwashing routines and to wash their own faces in a mirror after meals. Each child had their own towel, clearly marked with their name and a corresponding picture to support recognition and independence.

Arrangements for monitoring, maintenance and repair of the home and car were consistently implemented. Appropriate car seats were used at all times, all of which supported children's overall safety.

Children play and learn 5 - Very Good

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.

Quality Indicator: Play, learning and development

The childminder provided a rich, nurturing and highly responsive learning environment where children were active participants in shaping their own play and experiences. Children's voices were consistently sought, valued and used to inform daily routines and planning. For example, children confidently chose to attend Bookbug on the day of inspection. During activities, the childminder showed a deep understanding of each child's preferences, responding sensitively by selecting favourite books, using animated storytelling and engaging children in singing.

The childminder used detailed observations of individual children to plan, support and extend their learning and development. The childminder used Realising the Ambition: Being me (Education Scotland 2020) to inform observations and shape a high quality environment. SHANARRI (Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included) wellbeing indicators supported children's development holistically. Any additional supports were identified, planned for and implemented. This ensured experiences were not only enjoyable but meaningfully connected to children's individual needs.

Interactions were calm, purposeful and attuned to children's emotional needs. The childminder clearly explained routines and transitions, supporting children to feel safe and informed. At sleep time, she used gentle conversation about the colours of their mats, helping to create a predictable, reassuring environment. Play was consistently child led, with the childminder observing interests and extending learning through high quality interactions, for example, asking children what they would like to play with and joining them to build a train track.

The childminder demonstrated strong knowledge of child development, emphasising the journey of discovery, creativity and play whilst supporting early communication and language development effectively. They reflected on individual children's progress and adapted experiences to promote each child's learning. Opportunities for developing thinking, emerging literacy and numeracy were embedded across the environment using open-ended and natural materials. Activities such as using leaves for matching activities, creating bird feeders and engaging in imaginative play helped children to build important early learning skills.

Children benefited from a wide range of meaningful real life experiences that deepened their curiosity and understanding. Outings to the local library, train watching at level crossings, exploring community allotments and attending playgroup provided rich contexts for inquiry-based learning. The childminder actively contributed to community groups and supported children to take part in outdoor play, group experiences and social learning. Parents described the benefits to their child, saying, "The childminder takes my child to many interesting places such as the library, farm, mini zoo, and also provides outdoor activities every day. These experiences are fun and varied, and they really support my child's learning, confidence and overall development" and "My child is always involved in a wide range of opportunities and fun experiences that meet their individual needs and support their development. The childminder provides a rich balance of indoor and outdoor experiences, including regular outdoor play and visits to different places".

The childminder provided highly responsive experiences based on children's current interests. When a child showed an interest in aeroplanes, the childminder extended this through a visit to the Museum of Flight and by sourcing related books. Other high quality experiences included woodland walks, a visit to Almond Valley, making a bug hotel and wormery and exploring shapes in the environment. This demonstrated the childminder's commitment to fostering curiosity, exploration and sustained engagement.

Children are supported to achieve 5 - Very Good

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.

Quality indicator: Nurturing care and support

The childminder offered consistently warm, caring and respectful interactions. Children were clearly comfortable and confident in their surroundings. They sought reassurance when needed and enjoyed relaxed, responsive conversations. This contributed to a happy atmosphere where children felt secure and emotionally supported.

A child-centred approach to transitions helped children to confidently settle in to the service. Parents visited first to discuss their child's needs, building trust from the start. Optional home visits helped the childminder get to know the child in a familiar space and strengthened early relationships. Children gradually built up time in the setting, starting with a short visit and increasing to longer sessions which included meals and personal care. This flexible and individualised approach helped children feel safe and supported.

Daily routines such as meals, naps and personal care were predictable and well established. Lunchtimes were calm and sociable, with the childminder sitting alongside the children. Dietary requirements were well understood and implemented, including adaptations for individual children. Children could access water throughout the day. Safe sleeping guidance was followed carefully. Parents agreed saying "My child can always rest, sleep, or relax when he needs to. The childminder has established a calm and consistent routine and has worked closely with us to ensure this meets my child's individual needs" and "Delicious and nutritious meals are provided". These consistent practices contributed to children feeling safe, relaxed and well cared for.

Personal plans were detailed, relevant and regularly reviewed with parents. They clearly reflected children's current needs, routines and interests. The childminder knew each child well and used this knowledge to tailor individual support. For children who needed extra support, detailed observations were used to inform assessments. This ensured children received the right help at the right time. Parents told us "I feel fully involved in my child's care because the childminder always shares information with me about my child's day and checks in regularly about any changes at home. I was involved in creating my child's personal plan and asks for my views on routines, learning needs and cultural preferences. We review the plan together and they always open to adjusting it, which makes me feel listened to and respected as a parent". Parents spoke very positively about the care provided. They valued the daily communication and photos that helped them feel involved in their child's experiences.

Family days provided further opportunities to build relationships and community, allowing parents opportunities to connect with one another. Parents were positive about this, saying "The childminder has also hosted family days, during which we had the opportunity to meet other parents and families whose children attend the setting. Through these events, we have built positive relationships with other parents, which have further supported our child's social development and strengthened our sense of community". These events helped to build friendships and a sense of community that continued outside the service.

Complaints

There have been no complaints upheld since the service registered.

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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