

# Lisa Anderson Childminding Child Minding

Inverurie

**Type of inspection:**  
Unannounced

**Completed on:**  
4 March 2026

**Service provided by:**  
Lisa Anderson

**Service provider number:**  
SP2015987458

**Service no:**  
CS2015341780

## About the service

Lisa Anderson Childminding provides a childminding service from their property in a residential area of Rothienorman, Aberdeenshire. The childminder may care for a maximum of seven 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.

The service is close to the local primary school and green spaces. Children have access to the living room, kitchen and a fully enclosed garden.

One child was present at the time of the inspection.

## About the inspection

This was an unannounced inspection which took place on 02 March 2026 between 09:15 and 12:45. 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, registration information, information submitted by the service, and intelligence gathered since the last inspection.

In making our evaluations of the service we:

- spent time with children using the service
- received four responses to our request for feedback from families
- assessed core assurances, including the physical environment
- spoke with the childminder
- observed practice and children's experiences
- 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 were at the heart of the service and were cared for by a childminder who knew them and their families well.
- Children experienced warm and caring interactions from the childminder.
- The setting made good use of the outdoors, at their home and in the wider community.
- Quality assurance practices could be improved to promote a culture of continuous improvement and positive outcomes for children.

**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.

From the previous inspection the childminder had vision, values, and aims in place; however, they recognised that these require updating and already had plans in place to review them. We discussed the importance of involving children and families in this process so that everyone can contribute to shaping the service's direction. Going forward, the childminder should explore ways to actively promote the vision, values, and aims within the setting to ensure they are visible and meaningful in day to day practice.

Children's and families' views were taken into account by the childminder. The childminder had recently issued questionnaires to both children and families. Responses were positive and included comments such as children had settled well, families were very happy with communication and children shared that they enjoyed playing outside and playing with the childminder. There were no suggestions for improvement however, the childminder expressed that they remain open to feedback and are willing to act on any suggestions to further develop and improve the service. Parents told us they were involved in a meaningful way to develop the setting and the childminder took time to share any changes made. This meant that families were meaningfully involved in shaping the setting, and the childminder communicated any changes.

The childminder was using a self evaluation document to support ongoing developments within the service. This tool enabled the childminder to reflect on their practice and record ideas for improvement. This was having a positive impact. For example, the childminder identified a desire to involve children more in planning and preparing snacks. As a result, older children now enjoy cutting fruit and helping to prepare snack. One child who previously did not like fruit has begun trying new foods because of their involvement in the preparation process. This approach is supporting children's understanding of nutritious foods and encouraging them to try healthier options. The childminder was aware of the new quality improvement framework (QIF) for childminding. We discussed how they could use the illustrations and challenge questions within the QIF to deepen their self evaluation. This would help the childminder identify meaningful areas for improvement and clearly evidence the impact these changes have on outcomes for children. The childminder should consider how to share identified improvements and progress with children and families, ensuring they feel included, informed, and valued in the development of the service.

The childminder had a range of policies in place, which had been reviewed recently. These policies were relevant, up to date, and contributed to the smooth and effective running of the service. The childminder had completed core training. Having recently achieved a relevant qualification, they had begun to plan additional professional learning opportunities to further develop and strengthen their practice. Going forward, the childminder should ensure they take time to reflect on any training undertaken and consider how this learning has influenced their practice and contributed to improved outcomes for children.

The childminder demonstrated awareness of best practice guidance, including 'Setting the Table'. Although families provide food for children, the childminder ensured they were kept informed of current guidance and had recently shared the updated 'Setting the Table' information with them. Most families were providing food in line with recommendations. Overall, the childminder showed commitment to ongoing professional learning. The use of best practice guidance contributed to a service that supported positive outcomes for children and families.

## Children play and learn 4 - Good

### Quality Indicator: Play, 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.

The childminder had recently completed a relevant qualification and reported feeling increasingly confident in their role, with a strengthened understanding of how children develop and learn. They had been signposted to key theory and best practice guidance, including Realising the Ambition (RTA), which they were beginning to apply in their daily practice. For example, their developing knowledge of children's schemas was helping them to better recognise patterns in children's play and to plan experiences that responded meaningfully to these early learning behaviours. This growing confidence was enabling the childminder to make clearer links between theory and practice, resulting in play and learning experiences that were more intentional and developmentally informed.

Throughout the inspection, young children were motivated, engaged, and able to sustain interest in a variety of activities. Initially, the children were slightly shy in response to a visitor entering their environment. The childminder supported this sensitively by staying close, offering reassurance, and providing choices that helped the children feel safe and comfortable. As they relaxed, the children accessed resources independently and used them with purpose. During the visit, children demonstrated particular interest in open ended and exploratory materials. They played with "old technology" such as toy phones, engaged in problem solving with locks and keys, and explored schematic play through transporting items like buttons and wheels. These experiences encouraged curiosity and problem solving, while nurturing the children's growing independence.

Although outdoor play was not observed during the inspection, it was clear that children regularly accessed an enclosed garden area and enjoyed a range of outdoor learning experiences. The childminder made good use of the local community, taking children on walks to nearby wetlands and attending a toddler group where they were the chairperson. Children also benefited from outings further afield, such as travelling by bus to Inverurie for Book bug sessions at the library. These experiences contributed positively to children's physical development, confidence, and sense of belonging within their community.

The childminder's interactions further supported children's early language, thinking skills, and mathematical understanding. They positioned themselves at the children's level, responding sensitively to cues and stepping in to extend learning when appropriate. While a child explored transferring buttons between tubs, the childminder modelled threading and introduced mathematical language, commenting on colour, quantity, and capacity. Similarly, when children explored vehicles, the childminder used sounds, actions, and playful engagement to extend learning, prompting the children to imitate, experiment, and develop their imaginative play.

Planning within the setting reflected a balance of intentional and responsive approaches. Recent activities linked to seasonal events such as Valentine's Day and Chinese New Year provided cultural and creative learning opportunities. The childminder also demonstrated responsive planning by ensuring that resources aligned with children's interests and preferences. We explored how documenting children's experiences through approaches like floor books could support reflection, planning, and meaningful communication with families.

Communication with families was good. The childminder kept daily diaries for children and shared photographs and observations through WhatsApp and Messenger. We discussed how linking observations more closely to wellbeing indicators could strengthen personal plans and help track children's progress over time, further enhancing partnership working with families.

## 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.

The childminder demonstrated a consistently warm, nurturing, and responsive approach in their interactions with children. Throughout the inspection, children were supported to feel confident and relaxed, with the childminder remaining close by, offering gentle reassurance, and sensitively guiding their play when needed. The childminder described how they had been working with children to help them build confidence in exploring and engaging with toys and materials. They had spent time playing alongside the children, introducing a wide range of resources and modelling how these could be used in meaningful ways. This patient and consistent approach supported the development of early play skills and increased children's confidence to explore new materials and experiences, which was evident during the visit.

A secure and positive bond between the childminder and the children was observed throughout the inspection. Children made frequent eye contact during interactions, demonstrating a sense of comfort and trust. When the childminder briefly left the room, children turned their attention towards the doorway, anticipating their return. This behaviour reflected the strong attachment that had developed and highlighted the emotional security the children experienced within the childminder's care. It was evident that this secure relationship played a role in helping the children feel settled during their time in the setting.

Transitions between activities were managed in a natural and calm manner. Children did not require direct prompts to move from one experience to another, as the childminder used gentle conversation to prepare them for what would happen next. For example, they let the children know that snack time was approaching and explained that they would wash their hands before eating. The childminder also offered reasons behind these routines, helping children understand expectations in a meaningful and age appropriate way. Children appeared familiar and comfortable with daily routines such as hand washing and sitting in a high chair for snack. This supported children to feel safe, prepared, and able to anticipate what was coming next.

The childminder showed good knowledge of child protection procedures; however, there were no chronologies in place. We discussed the importance of maintaining chronologies within each child's file to record significant events in their lives, to support the identification of emerging patterns and contribute to early intervention when needed. Accident and incident records were stored within children's files and were completed thoroughly with relevant detail. These were signed by both the childminder and parents, ensuring effective communication and clear monitoring of children's safety and wellbeing.

Although no children required sleep during the inspection, documentation showed that the childminder had recently worked closely with families to ensure safe sleep practices. Risk assessments were in place, including a recently installed double lock on the garden gate and benefit-risk assessments used to balance safety with developmental opportunities, such as during water play. These demonstrated a commitment to children's safety and enriching experiences.

Mealtimes were calm and well supervised, with the childminder sitting beside the child, encouraging independence such as self feeding. Families provided food from home, with extra fruit available and drinks offered regularly. This created a nurturing, unhurried atmosphere that supported healthy habits and security.

Personal plans were kept updated and supported children's wellbeing. We discussed how using the wellbeing indicators would further strengthen these by offering a holistic view of each child and helping identify needs from the outset. Parents described open communication, daily discussions, and positive relationships, with one parent noting the childminder "goes that extra mile." These comments highlighted meaningful collaboration and a consistently nurturing approach.

## 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	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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