

# Ellis, Wilma-Ann Child Minding

Stevenston

**Type of inspection:**  
Announced (short notice)

**Completed on:**  
4 March 2026

**Service provided by:**  
Wilma-Ann Ellis

**Service provider number:**  
SP2010980325

**Service no:**  
CS2010274431

## About the service

Wilma-Ann Ellis provides a childminding service from their home in Stevenston. The service is registered to provide care for a maximum of six children at any one time under the age of 16, 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. Numbers are inclusive of children in the childminder's family. At the time of our inspection, three school aged children were registered with the service. Two were present at the time of our inspection.

The service is located close to local schools, shops, a beach and other amenities. The downstairs areas of the childminder's property are used for the purpose of childminding. This includes a living room, kitchen and the enclosed garden. Minded children also have access to an upstairs toilet.

## About the inspection

This was a short notice announced inspection which took place on 4 March 2026 between 13:30 and 15:45. 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:

- spoke with two children using the service
- we issued questionnaires to parents/carers using the service and received no responses.
- spoke with the childminder
- observed practice and daily life for children
- reviewed documents
- assessed core assurances, including the physical environment.

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's wellbeing benefitted from secure relationships with the childminder, who knew them and their families well.
- Children were supported to lead their own play and contribute suggestions to their daily experiences.
- The childminder should now fully imbed their self-evaluation processes, by taking time to evaluate improvements and document the impact of these on outcomes for children and families.
- To enable the childminder to develop their knowledge and skills they should engage in ongoing professional development to enhance their practice.

## 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.

The childminder had established clear visions, values, and aims that prioritised a safe and happy learning environment for children. These were evident in the welcoming, nurturing atmosphere observed during the inspection. To build on this, the childminder should now involve children and families in reviewing and refreshing these statements. This collaborative approach should help ensure the service aims are reflective of the shared aspirations of everyone using the service and ensure they are promoted more visibly. This could further strengthen children's sense of belonging and security.

Children's and families' views were considered well by the childminder, who listened carefully to older children and incorporated their ideas into the activities and experiences offered. Families were invited to complete regular questionnaires, and recent feedback had been very positive, with parents confirming that their children were happy, settled and well supported in their development. Although no suggestions were offered, the childminder demonstrated an openness to feedback and a willingness to act on any ideas shared, which supported a responsive service that reflected the needs of children and families.

The childminder had recently introduced processes to reflect on their practice and evaluate their service. Their most recent reflections focused on plans to repair the garden fence. To further strengthen these processes, the childminder should use the Care Inspectorate and Education Scotland (2025) guidance 'A Quality Improvement Framework for the Early Learning and Childcare Sectors: Childminding' to inform ongoing evaluation of their service. This could support a more robust approach to continuous improvement and help ensure children and families benefited from a service that was continually developing and responsive to their needs.

Policies were shared with us and we highlighted that many of them would benefit from being reviewed to reflect current legislation, frameworks, and best practice guidance. We advised that practice, policies, and procedures should be routinely updated when new guidance is published. This would help ensure parents could access accurate and relevant information that clearly reflected the care their child received.

### Quality indicator: Staff skills, knowledge, values and deployment

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 developed positive relationships with other childminders and had used these opportunities to reflect on their practice. This professional dialogue had strengthened their confidence and supported thoughtful decision-making, which in turn had contributed to fun play and learning experiences for children.

The childminder had accessed key learning opportunities, including first aid and child protection training, which had strengthened the safety and wellbeing of children in their care. To further develop and extend their skills, knowledge, and values the childminder would benefit from more regular engagement with professional resources such as the Scottish Childminding Association (SCMA) and the Care Inspectorate Hub. Keeping a log of their self-directed study and learning and reflecting on its impact could support a more consistent and robust approach to professional development. This should enable rich, more responsive, and high-quality experiences for children.

At their last inspection, the childminder did not have important documentation readily available, which made it difficult to demonstrate compliance with key requirements. This had improved, and the childminder now had essential information, such as professional registration certificates and medication forms, well organised and easily accessible. This supported the smooth and safe operation of the service and provided assurance to families that record keeping procedures were being well managed. To further strengthen this, the childminder should register with the Information Commissioner's Office (ICO) to ensure personal information was stored, processed, and shared lawfully.

## 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.

At the time of our inspection, only school aged children were registered with the service, meaning their time there was limited. The children present told us they enjoyed drawing and relaxing while watching television. These experiences provided them with time to unwind, regulate their emotions, and build positive peer relationships. This supported their comfort and wellbeing after the school day.

Children engaged enthusiastically with a range of creative activities while making Mother's Day cards. They enjoyed selecting from a variety of materials, including decorative papers, craft resources, and art tools. These opportunities encouraged creativity, decision making, and personal expression. As a result, children were highly motivated, focused, and clearly having fun as they designed thoughtful cards for their family members.

There had been some opportunities for school aged children to make suggestions for outings during school holidays. The childminder should continue to consult children in all play and learning experiences offered and evidence where suggestions have led to fun and meaningful experiences. This would allow children to revisit past experiences and would demonstrate to them that their opinions are valued and respected.

Planning processes were responsive to children's ideas and interests, with the childminder using their knowledge of each child to provide meaningful activities. Children told us they enjoyed their time at the childminder's home and liked playing in the garden and with their friends. We discussed the benefits of developing more formal planning processes, including recording observations of children's learning. This would help ensure play and learning experiences are increasingly individualised and relevant. We also encouraged the childminder to more clearly document when experiences are offered in direct response to specific children's interests. Strengthening planning records in this way would better demonstrate how responsive practice supports and enhances children's learning and development.

As it was mostly school aged children that attended the service, they were permitted to bring electronic devices from home to use whilst attending the service. One child told us they enjoyed attending the service as they could play games on their electronic device with friends. The childminder should strengthen their policy and procedures around use of electronic devices outlining their expectations and the safety measures in place to ensure children's safety online. This will ensure expectations are clear for children and 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.

Interactions between the childminder and the minded children were kind, nurturing, and supportive. The childminder spoke positively about the strong relationships they had developed with each child and their wider families. They demonstrated a good understanding of individual needs, including awareness of siblings' birthdays and children's personal achievements. This depth of knowledge helped the childminder provide care that was personalised and meaningful, resulting in children feeling valued, secure, and emotionally supported.

Communication with families took place verbally at collection times and through regular text messages, helping to promote continuity of care. This clear and consistent communication meant that parents were well informed about their child's day.

The childminder knew the children in their care well and had gathered relevant information at enrolment, including health needs and emergency contacts. They used this information effectively to inform each child's personal plan and identify appropriate development targets. We discussed with the childminder how plans could be strengthened by clearly identifying support strategies for all children. This should ensure children consistently receive the right support at the right time.

Snack time was calm and unhurried, contributing to a positive and relaxed atmosphere for children. They were supported to remain seated and were well supervised, which helped reduce the risk of choking and promoted safe eating habits. The childminder provided all snacks, and children were able to choose what they would like. On the day of our inspection, one child chose a sandwich while another selected a chocolate wrap. Water, fruit, and crisps were freely available throughout the session, allowing children to access these when it suited their needs. The childminder should further consider offering healthier options in line with Scottish Government (2024) Setting the Table: Nutritional Standards and Practical Guidance for Early Learning and Childcare Providers in Scotland. This would better support children's wellbeing and nutritional needs.

## What the service has done to meet any areas for improvement we made at or since the last inspection

### Areas for improvement

#### Previous area for improvement 1

The childminder should further develop children's personal planning to show how their health, welfare and safety needs are to be met. They should also establish a process to involve parents/carers and older children in personal plan target setting and in the six monthly review.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: "My personal plan (sometimes referred to as a care plan) is right for me because it sets out how my needs will be met, as well as my wishes and choices" (HSCS 1.15).

**This area for improvement was made on 3 August 2022.**

#### Action taken since then

This area for improvement was met.

#### Previous area for improvement 2

To ensure children's safety at mealtimes, the childminder should ensure that children are supervised appropriately and are supported to remain seated whilst eating to reduce the risk of choking. Effective hand hygiene should also be applied by the childminder and children to minimise the risk of possible infection spreading.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: "I can enjoy unhurried snack and mealtimes in as relaxed an atmosphere as possible" (HSCS 1.35).

**This area for improvement was made on 5 March 2025.**

#### Action taken since then

This area for improvement was met.

#### Previous area for improvement 3

To support positive experiences and enhance outcomes for children, the childminder should develop quality assurance processes. This should include but is not limited to regularly gathering feedback from children and families and developing self-evaluation practice that informs continuous improvements for the service.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: "I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance processes" (HSCS 4.19).

**This area for improvement was made on 5 March 2025.**

#### Action taken since then

This area for improvement was met.

## Previous area for improvement 4

To support children's wellbeing and ensure they experience high-quality play and learning experiences that meet their needs, the childminder should undertake training or self-directed study relating to child development. The childminder should also consider ways to demonstrate the impact of any learning on their service, or how this has supported individual children and families.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: "I have confidence in people because they are trained, competent and skilled, are able to reflect on their practice and follow their professional and organisational codes" (HSCS 3.14).

**This area for improvement was made on 5 March 2025.**

### Action taken since then

Should consider ways to record professional learning and any impact this has on their service delivery, children and families

This area for improvement was met.

## 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
Staff skills, knowledge, values and deployment	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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