

Jane Cairnie Childcare Child Minding

Stevenston

Type of inspection:
Unannounced

Completed on:
5 March 2026

Service provided by:
Jane Cairnie

Service provider number:
SP2017989454

Service no:
CS2017361344

About the service

This service was registered with the Care Inspectorate on 18 January 2018.

Jane Cairnie provides a childminding service from their home in the town of Stevenston. The family home is situated in a quiet residential area and is in close distance of local primary schools, nurseries and local amenities. Children have access to dedicated playroom downstairs, supervised access to the kitchen area and a large enclosed back garden..

The childminder is registered to care for a maximum of 6 children under the age of 16 years, 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 the childminder's family. Overnight care will not be provided. Only those named on the certificate of registration can care for children. Paul Carnie, Jane's husband is employed as an assistant.

About the inspection

This was an unannounced inspection which took place on 03 March 2026 between 09:30 and 12:30. 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 seven 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

- The childminder created a caring, responsive service where children and families felt included and listened to.
- Systems for self evaluation and improvement planning were developing and beginning to support positive change.
- Children were engaged, curious, and confident in their play, supported by a well organised environment with open ended resources that promoted choice, independence, and meaningful learning.
- Strong communication with families and robust personal plans helped ensure children's individual needs were understood and met.
- Children experienced warm, nurturing interactions and consistent care that supported secure attachments.
- Core routines, such as mealtimes and daily communication, were well managed and contributed to a safe, inclusive, and positive experience 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	5 - Very Good
Children play and learn	4 - 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 had a clear vision and aims for the service. Although these had not been reviewed recently, they remained relevant and were clearly reflected in daily practice. For example, children were included in decision making, and their individual needs were recognised and supported through well maintained personal plans. We discussed with the childminder there were further opportunities to involve children and families more directly when reviewing the vision and aims of the service. The childminder agreed that gathering and recording the views of families during this process would help ensure the vision remained up to date and meaningful. This would support a vision that truly reflects children's and families' needs and experiences and strengthens their sense of inclusion in how the service develops.

Children and families benefited from the childminder's consistent approach to gathering and responding to their views, with feedback informing daily routines, activities, and experiences. Parents contributed through questionnaires, offering useful insight into how well children's needs were being met and where further adjustments could enhance their experience. One parent told us: "The [childminder] is always happy to discuss improvements if we feel there needs to be any however we have never had any issues with [childminder's] care and cannot thank them enough for everything that she does for our child!." Children were regularly encouraged to share their ideas and preferences through choices about play, activities, and meals. These contributions were reflected in the experiences provided, helping children feel respected, valued, and included in decisions that affected them. We discussed with the childminder how continuing to strengthen recording systems would provide clearer evidence of how children are consulted and would support ongoing service improvement.

Self evaluation and improvement planning processes were in place and were beginning to support meaningful reflection and positive outcomes for children. The childminder advised they were not yet using the new Care Inspectorate 'A quality framework for the early years sectors: childminding which may have provided clearer structure and greater depth to evaluating what was working well and what needed to improve. An improvement plan had been developed, and we spoke with the childminder of the benefits of ensuring identified ideas were included, with actions. For example, through self evaluation processes, actions, such as creating displays of children's work, introducing learning stories, or developing simple learning journals had been considered but not yet captured as planned improvements. Strengthening the link between self evaluation and future improvement planning would create a more coherent and purposeful improvement cycle, supporting sustained improvement.

The childminder's husband was named as an assistant but was only used occasionally. For example, to keep children safe at home, should the childminder have to carry out school collections or drop offs during colder, less favourable weather conditions. Important information was shared effectively between them, and personal plans were used consistently, helping ensure children's needs were understood and met. Training for both the childminder and assistant was up to date, including paediatric first aid, which contributed to children's safety. While the assistant had a good understanding of child protection and the service's procedures, the childminder now needed to arrange refresher training to ensure their knowledge remained aligned with current national guidance and continued to support safe, confident practice.

Children play and learn 4 - Good

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.

Quality indicator: Playing, learning and developing

Children were happy, engaged, and having fun during the inspection. They confidently explored the environment, involved in their play, showing curiosity and problem solving skills. A variety of natural and open ended resources were available, and these were stored in a way that allowed children to access them independently. This supported choice, encouraged decision making, and helped children develop confidence in leading their own play.

Planning was in place and captured through the use of floor books. Photographs, artwork and some comments from children showed a balance of planned and spontaneous experiences. This helped demonstrate the variety of learning opportunities provided. It was evident that some experiences reflected children's interests, and the childminder was aware of what individual children enjoyed. We discussed with the childminder that it was not always clear how children's ideas had been gathered or how these influenced the experiences and opportunities provided. The childminder shared that conversations with children did take place but were not routinely recorded. We discussed with the childminder, how developing a simple method for capturing children's ideas, for example, mind maps or notes in the floor book, would strengthen this. This would allow the childminder to track how children's voices shaped the learning environment and ensure their interests were reflected in the experiences offered.

Most observations were recorded through the floor books. While these provided useful snapshots of children's experiences, more detailed individual observations would help the childminder track progress more accurately. Linking observations to children's targets would support clearer assessment and help identify well informed next steps. This would strengthen the childminder's ability to plan for progression and demonstrate how children's learning developed over time.

Children had regular opportunities to develop early literacy and numeracy skills through experiences such as building, books, and role play. These experiences supported communication, early counting, and problem solving in meaningful ways. We discussed with the childminder that digital experiences were less evident, and the benefit of offering more opportunities in this area. This may help provide a balanced range of learning experiences and support children to develop confidence with technology.

Children benefitted from regular opportunities to play outdoors in the childminder's garden, where they could explore, be active, and enjoy creative activities. Parents praised the use of the local community for extending learning. For example, children regularly took part in craft sessions, visited the 'beach hub' activities, and Boogie Babies. One parent told us; "The [childminder] always takes the children out whether that be to play parks, toddler groups or other country parks locally! My child enjoys being outdoors and thoroughly enjoys their time with [childminder]." These experiences supported children's social skills, sense of belonging, and connection to their community.

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

Interactions between the childminder and the children were warm, nurturing, and responsive. Children experienced high quality engagement and the childminder consistently tuned into their cues, used kind language, and provided reassurance when needed. Strong relationships between children and the childminder were evident and children enjoyed spending time with the childminder. For example, during story times, children showed enjoyment and comfort, sitting closely and engaging with the childminder through conversation, prediction, and questioning. One parent told us: "My child absolutely loves the bones off of [childminder] and as a parent that is all you can ask for!" As a result, children were respected and demonstrated secure attachments.

Personal plans were in place for all children and were reviewed within the required six month timescale, ensuring information about their care, wellbeing, and development remained current and meaningful. The plans enabled the childminder to meet individual needs effectively, and parental involvement in setting targets strengthened partnership working, with clear examples of parents' priorities shaping planned experiences. One parent told us: "We have discussed our child's development, care, and learning in person on several occasions. We know we can approach our childminder if we feel the need to add or change anything about their development or learning." We discussed with the childminder how small tweaks would further strengthen the process and better evidence children's development over time. For example, including a review of children's wellbeing targets at the start of a new plan would support more targeted next steps.

Mealtimes were calm, unhurried, and sociable, allowing children to make choices about their lunch. This promoted independence and supported them to take an active role in their own care. One parent told us: "My child is always provided with a healthy balanced meal and snacks. They also helped [childminder] prepare these for themselves and their peers, promoting their independence." The childminder sat with the children and encouraged relaxed conversation, creating a nurturing atmosphere where children felt included and safe. The childminder had a good understanding of the Setting the Table guidance meaning children experienced mealtimes that supported healthy eating habits, social and communication skills. This approach helped children feel confident and secure while eating, contributing positively to a quality mealtime experience.

At the time of the inspection, no children were currently receiving medication. The childminder had appropriate systems in place to ensure safe administration when required. We discussed how reviewing the Care Inspectorate guidance 'Management of medication in daycare of children and childminding service' would further strengthen recording formats, ensuring they contained all relevant details. This would enhance the overall safety and reliability of medication procedures, further supporting children's health and wellbeing.

A range of communication methods, including newsletters, Facebook updates, and daily verbal discussions, ensured families remained well informed and involved in their child's experiences. This consistent, open communication strengthened trusting relationships and allowed parents to feel confident and included in their child's day. One parent told us: "Excellent communication. The [childminder] is a lovely person and we were lucky to have her in our lives." Clear, regular updates meant important information was shared effectively, helping the childminder provide care that reflected each child's needs and routines. As a result, families felt well informed and engaged, which supported positive working relationships between home and the childminding setting.

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	5 - Very Good
Leadership and management of staff and resources	5 - Very Good
Children play and learn	4 - Good
Playing, learning and developing	4 - Good
Children are supported to achieve	5 - Very Good
Nurturing care and support	5 - Very Good

To find out more

This inspection report is published by the Care Inspectorate. You can download this report and others from our website.

Care services in Scotland cannot operate unless they are registered with the Care Inspectorate. We inspect, award grades and help services to improve. We also investigate complaints about care services and can take action when things aren't good enough.

Please get in touch with us if you would like more information or have any concerns about a care service.

You can also read more about our work online at www.careinspectorate.com

Contact us

Care Inspectorate
Compass House
11 Riverside Drive
Dundee
DD1 4NY

enquiries@careinspectorate.com

0345 600 9527

Find us on Facebook

Twitter: @careinspect

Other languages and formats

This report is available in other languages and formats on request.

Tha am foillseachadh seo ri fhaighinn ann an cruthannan is cànan eile ma nithear iarrrtas.

অনুরোধসাপেক্ষে এই প্রকাশনাটি অন্য ফরম্যাট এবং অন্যান্য ভাষায় পাওয়া যায়।

یہ اشاعت درخواست کرنے پر دیگر شکلوں اور دیگر زبانوں میں فراہم کی جاسکتی ہے۔

ਬੇਨਤੀ 'ਤੇ ਇਹ ਪ੍ਰਕਾਸ਼ਨ ਹੋਰ ਰੂਪਾਂ ਅਤੇ ਹੋਰਨਾਂ ਭਾਸ਼ਾਵਾਂ ਵਿਚ ਉਪਲਬਧ ਹੈ।

هذه الوثيقة متوفرة بلغات ونماذج أخرى عند الطلب

本出版品有其他格式和其他語言備索。

Na życzenie niniejsza publikacja dostępna jest także w innych formatach oraz językach.