

# ABC Childminding Child Minding

South Queensferry

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

**Completed on:**  
23 March 2026

**Service provided by:**  
Laura Buckley

**Service provider number:**  
SP2014985876

**Service no:**  
CS2014325522

## About the service

ABC childminding service is delivered by Laura Buckley from their home in South Queensferry in Edinburgh. The service is close to local amenities, schools and greenspaces. Children using the service have access to the ground floor of the semi-detached property. This included a designated playroom, downstairs toilet with portable nappy changing facilities, kitchen, lounge and garden.

The childminder may care for a maximum of six children at any one time up to 16 years of age: of whom no more than three are not yet attending primary school; and of whom no more than one is under 12 months. Numbers include the children of the childminder's family/household. In May 2025, a variation request was made to adjust the number of children being cared for from 14 July 2025 to 11 August 2026 at the times stated below (or before if a pre-school child leaves the service), the care service may be provided to a maximum of six children at any one time up to age 16 years, of whom four may be of an age not yet attending primary school:

- school term time - Monday, Tuesday, Wednesday and Thursday - 15:00 to 17:00 hours
- school holidays - Monday, Tuesday, Wednesday and Thursday - 08:00 to 17:00 hours.

Minded children cannot be cared for by persons not named on the registration certificate.

Overnight care will not be provided.

## About the inspection

This was a short notice inspection which took place on Wednesday, 18 March 2026 from the hours of 16:15 until 17:00 and Thursday, 19 March 2026 from 13:30 until 15:30. 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 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 people using the service
- spoke with the childminder
- observed practice and daily life
- reviewed feedback from five parents to our online questionnaires
- 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 benefitted from organised and well planned transitions that were based on relationships and connections.
- The childminder had established positive and trusting relationships with families, which contributed to continuity of care.
- Children were relaxed and comfortable as they played and had fun.
- Families were extremely positive about the quality of care provided by the childminder and the warm and supportive relationships they had.

## 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           | 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 indicator as very good.

### **Quality indicator: Leadership and management of staff and resources.**

The childminder had clear aims and objectives that outlined how the service would operate and how high-quality care would be delivered. The vision for the service was underpinned by strong values. These were shared with families prior to starting and helped them to understand what to expect from the service. A parent described the service as "a home from home".

A fully developed improvement plan helped to prioritise service development and created a focussed approach implementing changes. For example, the garden had been identified as an area for development with a focus of introducing nature play to children. Planters had been purchased and discussions with children had taken place about what they would like to grow. This meant that improvements were in consultation with children and responsive to their needs and interests.

Feedback was gathered from parents using questionnaires and informal discussions. Creating specific questions would enable parents to contribute further to the development of the service. Children were consulted with about changes made to the service, including the layout and resources. For example, a child suggested that the toy kitchen was positioned in the kitchen. This gave children a sense of ownership of their service and that their opinions mattered.

Self evaluation was being documented in well-presented books. We discussed how this could be strengthened further by capturing experiences and evaluations in the moment and using guidance, including 'Quality improvement framework for the early learning and childcare sectors, (Care Inspectorate and HMIE, 2025)' to support reflective practice further.

The childminder was enthusiastic about their role and promoting the childminding sector. The childminder had worked closely with the Scottish Childminding Association (SCMA) to promote the childminding profession. This demonstrated the commitment the childminder has to supporting best practice in childminding.

Mandatory training was up to date, including child protection and first aid. This meant that children were kept safe and cared for using current guidance. Additional training was informing practice. For example, English as an additional language training had enabled the childminder to reflect and audit their resources and source additional resources to be more inclusive to children, families and the wider community.

**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 indicator as very good.

**Quality indicator: Play, learning and developing.**

Interactions were a particular strength within the service, contributing to a relaxed and playful atmosphere as children had fun. The childminder engaged positively and checked in on children as they played. Children had the freedom to move resources freely and had the choice to play in the playroom or in the kitchen area.

Children had a variety of play experiences available to them based on their interests. Older children were dressing up and role playing together, while younger children were playing with push along toys. This meant that children had the freedom to explore their play in a way that was relevant to them.

Children had regular opportunities to play outdoors in the garden and in the local community. The garden was being developed with additional resources to support planting and growing. Local parks and greenspaces were used regularly to meet up with other childminders and children. This meant that children had the opportunity to socialise with other children in familiar settings in their community. Weekly visits to local groups provided additional opportunities for play, interactions and to experience play on a larger scale. For example, large art activities and cultural celebrations. A parent told us, "My child enjoys attending groups with the childminder and loves exploring local outdoor spaces. They often have trips out to other places."

Planned excursions to the farm, beach and zoo were enjoyed by children in response to their interests. For example, children were interested in transport and they went to watch the planes at the airport and travelled by bus on excursions. This enabled children to have meaningful experiences in a relaxed and fun way.

Planning systems were in place to record children's experiences. Floorbooks were used to document activities and capture children's voices and comments. Developing evaluations of children's learning would strengthen the planning approach and support children's learning further.

Digital applications and online platforms were used to share children's experiences with parents, including care routines and play. A parent commented, "Would love more photos updates but understand they are always so busy." Consideration of how children's days and experiences are shared in a way that is manageable would give a consistent approach to sharing daily information.

## 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 indicator as very good.

### **Quality indicator: Nurturing care and support.**

Children benefitted from warm and responsive interactions from the childminder. Close affection was given to children when needed in the form of cuddles. The childminder was sensitive to children's individual needs and preferences. For example, recognising when a child preferred space after their sleep to wake or a child who preferred to be cuddled until they were fully awake. This meant that children experienced interactions that made them feel reassured and safe.

Personal care routines were in place and adjusted in response to each child's stage of development. For example, asking a child if they required help accessing the bathroom and what stage of personal care they required help for.

Sleep routines for children were reflective of their personal preferences and requests from home. A quiet space was created with individual beds and blankets. Some children had comforters who required them. Children who did not require a sleep continued to have access to toys and activities which meant that their play could continue as others slept.

Mealtimes were relaxed as children sat together at the table and enjoyed mealtimes with the childminder. As a result, children were supervised and safe. Children's meals were provided from home and snacks of water and fruit was provided by the childminder. Children washed their hands throughout their day ensuring that the spread of infection was minimised.

Systems were in place for the effective management of medication although, at the time of the inspection, there were no children with medication, allergies or dietary requirements.

Children's wellbeing was effectively supported by personal plans. Parents commented that, "The childminder keeps us informed about our child and shows interest in his milestones and development." Personal plans were in place for all children and were reflective of current guidance.

Transitions were supported well through positive and trusting relationships. Children settled at a pace that was right for them, meaning they had the time to build a relationship with the childminder and other children. Parents shared, "Our kids feel like they're part of the childminders family. It's a wonderful experience for them." Transitions were further supported through floorbooks and discussions with children moving onto nursery and school. This meant that children could look through the floorbook and revisit discussions and experiences, such as visiting school and nursery.

## 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 attend a child protection training course to ensure she is confident in her knowledge on the subject.

National Care Standards early education and childcare up to the age of 16  
Standard 3: Health and wellbeing.

**This area for improvement was made on 1 February 2016.**

#### Action taken since then

Since the last inspection, the childminder has attended regular child protection training. They have a good understanding of the signs of abuse and how to respond to children. They are aware of child protection procedures, including recording concerns and reporting them to lead agencies.

**This area for improvement is met.**

#### Previous area for improvement 2

The childminder should ensure that nappies are stored in an airtight container. This is in line with the best practice guidance from Health Protection Scotland, Infection Prevention and Control in Childcare Settings (Day Care and Childminding Settings) March 2015.

National Care Standard early education and childcare up to the age of 16  
Standard 2: A safe environment.

**This area for improvement was made on 1 February 2016.**

#### Action taken since then

Nappies were stored in airtight bags that were labelled and reflective of current best practice guidance for the storage of nappies.

**This area for improvement is 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

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

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