

Victorias childminding Child Minding

Kilwinning

Type of inspection:
Announced

Completed on:
17 March 2026

Service provided by:
Victoria Jardine

Service provider number:
SP2023000254

Service no:
CS2023000430

About the service

Victoria's childminding service is registered to provide care 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. Numbers include the children of the childminder's family/household.

The service operates from the childminder's home, located in a quiet residential area of Kilwinning, North Ayrshire. Children are primarily cared for in the living/dining room, which is used as a designated playroom. They also have access to an upstairs bathroom and a secure, enclosed garden. The childminder's home is well situated within the community, close to local amenities such as schools, shops and parks.

About the inspection

This was an announced inspection which took place on 16 March 2026 between 11:15 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 registration information and information submitted by the service.

In making our evaluations of the service we:

- spent time with two children in the service
- spoke with the childminder
- received six completed Microsoft Forms questionnaires
- 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

- The childminder began reviewing the service's vision, values and aims with families, showing a reflective and shared approach to shaping the service.
- The childminder used developing self-evaluation well, involving children and families to inform improvements, and further development could strengthen this process, helping to embed quality assurance and support continued progress.
- The childminder provided a stimulating, well-planned environment with varied, age-appropriate experiences that supported children's curiosity, confidence and early learning.
- Play and learning were shared effectively with families, and assessments could be strengthened further by adding clear next steps and incorporating learning from home.
- The childminder provided nurturing, responsive care where children's wellbeing, safety and individual needs were well supported.
- Personal planning and health procedures were effective, and practice could be strengthened further by reviewing approaches to emergency medication.

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

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.

Leadership and management of staff and resources

Self-evaluation and improvement planning were developing well within the service. The childminder had begun reviewing the service's vision, values and aims, originally created at registration, and was now seeking views from parents and children. This demonstrated a reflective approach and a growing commitment to shared ownership of the service's direction.

The service's aims were evident in daily practice. A warm, nurturing environment supported children to feel secure, and they experienced engaging play and learning that reflected their interests. Interactions were caring and responsive, helping ensure children's individual needs were understood and met.

Children's views were gathered informally through conversations, observations and day to day comments. While not formally planned, this provided meaningful insight into their preferences and contributed to ongoing adjustments to routines, care and play experiences.

Self-evaluation continued to develop. The childminder had completed the Nurturing Care and Support and Play, Learning and Development sections, and had reflected on additional areas as part of their wider evaluation. Evidence drew on daily observations, annual parental questionnaires, personal reflections and discussions with other relevant professionals. The childminder had begun to analyse strengths and areas for development more confidently, and was using this information to enhance children's experiences and outcomes.

An annual improvement plan was shared with North Ayrshire Council as part of funded ELC delivery, with priorities including family engagement, nurturing care and support, and play and learning environments. This external link provided accountability and helped focus relevant areas for improvement. Improvements had begun to follow from this process. For nurturing care and support, plans were made to strengthen parental involvement through termly reviews and more joint planning. For play, learning and development, changes included refreshing the indoor environment, reorganising resources to increase choice, and planning further opportunities for school age children. These developments had a positive impact on children's engagement and the overall responsiveness of the service.

Parents strongly agreed that they felt included and able to contribute to improvements, describing the childminder as approachable and open to feedback. As a result, families experienced a service that valued their views and used them to inform development.

Overall, purposeful self-evaluation supported consistent, good-quality care and learning. Quality assurance processes helped maintain standards, and improvement planning remained focused on what mattered most to children and families. Best practice guidance, including GIRFEC and the Health and Social Care Standards, was used appropriately to guide decisions, while the childminder showed developing confidence in reflecting on and adapting 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.

Playing, learning and developing

The childminder provided a stimulating environment that effectively supported children's play, learning and development. A wide range of age-appropriate resources, including numeracy, literacy, digital literacy experiences, sensory play and role-play materials, were rotated regularly with children's input. This approach maintained children's interest, encouraged curiosity and supported sustained engagement in play.

Play spaces were thoughtfully planned to reflect the age and stage of children attending. Experiences were inclusive, varied and developmentally appropriate. Planning was informed by professional experience and relevant best practice guidance, including Realising the Ambition. As a result, children accessed suitably challenging opportunities that promoted creativity, problem-solving and social interaction, helping them develop confidence, independence and important early learning skills.

Planned experiences in the local community, such as visiting parks, play areas and local shops, extended learning beyond the home environment. These opportunities strengthened children's sense of belonging and supported their understanding of the world around them. Children developed important life skills, including communication, environmental awareness and positive social behaviours, benefiting from rich, meaningful experiences that enhanced their language development, confidence and wellbeing.

The childminder used an online platform to share children's play and learning with families. These entries were linked to GIRFEC, Curriculum for Excellence and Realising the Ambition. This supported the childminder to identify learning targets in health and wellbeing, literacy and numeracy. Assessments could have been strengthened further by including clear next steps and incorporating learning that took place at home to support continuity and progression.

Families reported high levels of satisfaction with the quality of experiences provided. They commented that their children were happy, learning and developing well, and regularly involved in enjoyable outings and activities. Parents also highlighted that the childminder adapted experiences effectively to ensure all children could participate, supporting their individual needs and abilities. They felt confident that their children were benefiting from a nurturing and engaging learning environment.

Children are supported to achieve 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.

Nurturing care and support

The childminder provided a nurturing environment where children's wellbeing and safety were prioritised. Policies and risk assessments were in place and updated regularly in line with current guidance. These were shared with families at enrolment, supporting transparency and building trust. As a result, families felt reassured and confident that their children's health and safety were well protected.

Children's allergies and medical needs were clearly recorded within their personal plans, supporting safe and responsive care. We discussed the benefits of storing emergency medication within the service rather than having it brought in daily. Keeping a supply on site could reduce the risk of it being forgotten and ensure immediate access in an emergency. Taking this approach could further strengthen practice and align with best practice guidance for the safe management of medication.

The home environment was organised to support nurturing care routines, with designated spaces for play, rest and meals. Resources were selected to promote emotional security, comfort and independence. Daily routines, including mealtimes, were sensitively adapted to meet individual needs. Meals were healthy, balanced and aligned with Setting the Table guidance, supporting children to develop healthy eating habits and positive food choices.

Personal plans were completed with parents when children started at the service. These captured key information about each child and were structured around the GIRFEC SHANARRI wellbeing indicators. Plans reflected children's strengths, interests and support needs, and were reviewed regularly to ensure they remained current and meaningful.

Parents told us they were consistently kept well informed about their children's learning, development and daily experiences. They described how the childminder regularly discussed progress, emerging skills and goals, ensuring they were fully involved in decisions about their children's care. Parents valued being asked for their views and felt their contributions were listened to and acted upon. This collaborative approach meant families felt included, respected and confident that their children's individual needs and aspirations were well supported.

The childminder worked effectively with other professionals, including local nurseries, to support continuity in children's care and learning. They also attended Team Around the Child (TAC) meetings when required, contributing to shared planning and ensuring children's needs were well understood. This collaborative approach helped promote positive outcomes in children's wellbeing and development.

Overall, the childminder's nurturing approach and strong commitment to children's wellbeing created an environment where children could thrive. The combination of professional knowledge and responsive, rights-based practice supported positive outcomes in health, safety and emotional development. As a result, children were observed to be safe, respected and emotionally secure, developing confidence and independence within a caring and supportive 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	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

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 iarrtas.

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.