

Dewar, Karen Child Minding

Dundee

Type of inspection:
Unannounced

Completed on:
23 March 2026

Service provided by:
Karen Dewar

Service provider number:
SP2003900078

Service no:
CS2003000552

About the service

Karen Dewar is registered to provide a care service to a maximum of five children at any one time under the age of 16, of whom a maximum of five 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 of the childminder's family.

The childminding service is provided from a detached bungalow in a quiet residential area of Dundee. Minded children have the use of the sitting room, kitchen and bathroom. There is a fully enclosed garden to the rear of the house which children can access from the kitchen.

About the inspection

This was an unannounced inspection which took place on 23 March 2026 between 09:30 and 11:40. 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 and observed children using the service and reviewed feedback from one family;
- spoke with the childminder;
- observed practice and daily life;
- 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.

During this inspection we gathered specific information to help us understand more about how services support children's safety, wellbeing and engagement in their play and learning. This included reviewing the following aspects:

- staff deployment;
- safety of the physical environment, indoors and outdoors;
- the quality of personal plans and how children's needs are being met;
- children's engagement with the experiences provided in the setting.

This information will be anonymised and analysed to help inform our future work with services.

Key messages

- The childminder was kind, caring and nurturing in her approach with the children.
- The children were happy and relaxed in the childminder's care and in the childminding environment.
- The children accessed a variety of resources that supported their play, learning and development.
- The childminder should continue to evaluate and reflect on their service to support development and improvement.

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	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 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's aims and objectives to ensure children were happy, healthy and kept safe whilst in the service were evident in practice. The childminding environment was safe and the children were happy and having fun as they played. The aims and objectives were shared with families when they joined the service. We discussed involving the children and families when reviewing the aims, objectives and vision in the future. This would ensure shared expectations between the service and families.

The childminder had identified areas for improvement within the service through informal self-evaluation, for example, introducing resources which would challenge children's play and learning and making more use of the local and wider communities. We encouraged the childminder to develop an understanding of 'A quality improvement framework for the early learning and childcare sectors: childminding' to support them in the evaluation of the service. Feedback was sought from families through conversations and an online app. The childminder talked of taking on board suggestions and ideas from families to support the development and improvement of the service.

Policies and procedures were in place to support the childminder's practice and service. These were regularly reviewed to ensure they remained relevant to the service and continued to follow current guidance.

The childminder told us they kept up to date with best practice guidance and legislation through information from the Care Inspectorate and Scottish Childminding Association (SCMA). They had also carried out training, including refreshing paediatric first aid and child protection, which enhanced their knowledge, skills and practice.

Children play and learn 5 - Very Good

Quality Indicator: Play, learning and developing

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.

The childminder provided a service which was child centred, with the children leading their play. The children were able to choose from the easily accessible resources, which were tailored to meet their ages, stages of development and interests. The childminder talked of rotating resources to ensure there were opportunities to play with a variety of toys and equipment. They told us they ensured "different things for different days."

The minded children confidently selected the toys they were interested in. They had fun playing with the dolls and the accessories, such as the bottle and car seat. One of the children had the metal pan and was encouraged by the childminder to use the metal spoon and make a noise with it. They were developing confidence and having fun. The childminder discussed how they had reflected on the children's learning

and development and had purchased a new game to support the learning of colours and provide age-appropriate challenges for the children.

There were opportunities throughout the day to develop language, literacy and numeracy skills. Books were available for the children to choose if they wished, one of the young children put on Alexa and did the actions to 'Head, Shoulders, Knees and Toes' as the childminder sang along. The childminder chatted to the children using simple language, repeating words to support the children in becoming familiar with them. Children enjoyed trips to the library and books were kept in the car so the children could look at them during car journeys.

The children had fun outdoors in the fresh air, playing in the garden and visiting the parks. The childminder had identified making more use of the outdoors as a priority for improvement.

The childminder recorded observations of the children's learning and development and shared these with families. Next steps were identified and discussed to support the children's progression. A parent said, "Karen sends over updates regarding (Child's name) and informs me on any new achievements he has achieved and is always encouraging (Child's name) with his next steps".

Children are supported to achieve 5 - Very Good

Quality Indicator: Nurturing care and support

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.

The childminder was kind, caring and nurturing in her approach with the children, who were confident and relaxed. They sat on the childminder's lap and received cuddles if they wished. A parent shared one of the positive experiences for their child attending the service "The bond and relationship they have gained throughout the child minding service".

The childminder was developing her knowledge of the new children attending the service, and their families, taking time to build trusting and positive relationships. This enabled them to respond sensitively and appropriately to the individual needs of each child. Children were clearly comfortable in their care, and the childminder used their increasing knowledge of their personalities, routines and preferences to create a nurturing and supportive environment.

Personal plans were in place for each child, containing relevant information to help the childminder meet their individual needs. The childminder understood the importance of reviewing these plans at least every six months, or sooner if required, to ensure they remained accurate and reflective of each child's development. This approach supported consistent, personalised care.

Personal care routines were well supported. The childminder responded promptly to children's needs, such as wiping noses and ensuring their own hands were washed afterwards. These practices promoted good hygiene and modelled healthy habits for the children.

Mealtimes and snack times were used as opportunities to promote independence and life skills. Parents provided food from home, and the childminder ensured they were fully aware of each child's dietary requirements.

The childminder maintained effective communication with families, sharing information about children's

experiences and discussing their individual needs. This open and consistent communication helped ensure continuity of care and supported strong partnership working with parents.

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	5 - Very Good
Playing, learning and developing	5 - Very Good
Children are supported to achieve	5 - Very Good
Nurturing care and support	5 - Very Good

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