

Jacqueline McInally Childminding Child Minding

West Kilbride

Type of inspection:
Announced (short notice)

Completed on:
19 March 2026

Service provided by:
Jacqueline McInally

Service provider number:
SP2023000336

Service no:
CS2023000431

About the service

Jacqueline McNally provides a childminding service from their home in West Kilbride, North Ayrshire. Children have access to a lounge, kitchen, upstairs bathroom and fully enclosed back garden. The service is located close to schools, parks, and public transport routes.

The service is registered to provide a care service to a maximum of six children at any one time under the age of 16, 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.

At the time of our inspection four children were registered with the service.

About the inspection

This was a short notice announced inspection which took place on Thursday 19 March between 12:00 and 14:15. 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:

- reviewed feedback from four parents who responded to our questionnaire
- spoke with the childminder
- observed practice and daily life for two children using the service
- 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

- The childminder provided warm, gentle, and nurturing care, which supported children's emotional wellbeing.
- Children were happy, confident, and engaged in their chosen play experiences, demonstrating a positive sense of belonging.
- The childminder demonstrated good understanding of how children develop and learn which was reflected in the experiences offered to children.
- Regular outdoor play and visits to community resources enriched children's experiences.
- Risk assessments for outings should be developed to ensure children's safety within their wider community.
- Self-evaluation processes were at an early stage of implementation and were beginning to identify relevant areas for development to support improvement. These should continue to be imbedded.

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 thrive and develop in quality spaces	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.

Quality Indicator: Leadership and management of staff and resources

The childminder had clear aims and objectives for their service. Their aim of providing a warm, friendly and nurturing environment was consistently reflected in practice. The service aims helped guide the childminder's decision making and contributed to a thoughtful, child-centred approach to care, play and learning. The childminder's knowledge of each child's needs ensured routines were balanced with flexibility, supporting children's wellbeing. As a result, practice was purposeful, values led, and contributed to nurturing experiences for children.

The childminder consulted with families routinely at drop off and pick up times, which helped them stay informed about any changes in children's routines, interests, or needs. This supported responsive and individualised care. To enhance this further, the childminder should now consider introducing more formalised methods of gathering feedback, such as questionnaires, and sharing how this has informed improvements to the service. This would help ensure families feel meaningfully involved and confident that their views contribute to positive changes for children.

The childminder demonstrated a good understanding of their responsibility to provide a high quality service. Recent self evaluation showed a proactive and reflective approach, with relevant improvements identified to meet the needs of children and families. For example, the childminder planned to introduce stay and play sessions to further strengthen family involvement in the service. To build on this positive practice, the childminder should continue to embed self evaluation processes informed by the quality descriptors within Care Inspectorate and Education Scotland (2025) guidance, 'A quality improvement framework for the early learning and childcare sectors: childminding'. This would help ensure that children and families benefit from a service that is committed to continuous improvement and responsive to their needs.

The childminder had developed a range of policies and procedures that clearly outlined how children were kept safe. These reflected current best practice guidance and were shared with families so they understood the approaches in place to support their child's care and protection. This helped promote confidence and transparency in the service.

Children thrive and develop in quality spaces 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: Children thrive and develop in quality spaces

The childminder's home was clean, tidy, and well maintained, offering a homely and welcoming space for children. By encouraging children to tidy resources before choosing new ones, the childminder modelled positive habits that promoted responsibility and helped maintain a calm environment, supporting children's developing independence. As a result, children developed positive routines and contributed to keeping the environment calm and organised. Parents spoke positively about the environment, telling us they liked "The

safe, kind, warm environment Jacqueline created in their home for all the children. I trust Jacqueline completely with my child."

Children were able to direct their own play and freely access a range of developmentally appropriate and interesting resources that supported their learning. The childminder offered materials that reflected children's individual interests. For example, one child had a keen interest in the story 'we're going on a bear hunt.' They excitedly chose the materials they needed such as binoculars to assist them on a bear hunt through the woods. As a result, children experienced play that was meaningful, engaging, and responsive to their needs and preferences.

Outdoor play was a priority within the setting, contributing positively to children's wellbeing and learning. Regular access to community resources such as parks and beaches supported children's physical development and opportunities for exploration. During our inspection children enjoyed exploring in the garden, where they engaged in balancing activities using balance beams and took part in water play, washing toy cars and diggers. As a result, children benefitted from regular, meaningful outdoor experiences that supported their wellbeing, confidence, and enjoyment. Parents commented positively, stating, "Jacqueline is constantly out and about with the children at places such as toddlers" and "My child enjoys lots of nature walks with Jacqueline."

Risk assessments had been developed for all areas of the childminder's home, which identified potential risks and how these were managed. Appropriate safety measures, such as child safety gates and cupboard locks, were in place and contributed to creating a safe environment for children. To further strengthen safety practices, the childminder should now develop risk assessments for the areas of the community that are accessed by minded children. This will help ensure that children experience safe and well planned outings, supporting their confidence, independence, and ability to explore the wider community securely.

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

Interactions were consistently kind, caring, and respectful, ensuring that children's rights were upheld. The childminder knew children's routines, needs, and personalities well, which helped create a nurturing environment where they felt safe and secure. One parent shared, "Jacqueline is on the floor at child's level, playing with the children and always puts them first. I couldn't be happier leaving my child in Jacqueline's care." Responsive and attuned interactions supported children's development and encouraged them to express themselves, helping to build their confidence, self-esteem, and sense of belonging.

Children experienced a range of play and learning opportunities that were tailored to their stage of development. They were able to make choices from a selection of appropriate resources such as, crafts, construction materials and books. These opportunities supported curiosity, problem solving and imaginative play. As a result, children were engaged, motivated and having fun.

Children's achievements were recognised, recorded, and routinely shared with families, helping them feel valued and included in their child's learning. Observations of group activities informed experiences that were responsive and purposeful. By undertaking more individual observations of children and planning for their next steps, the childminder could further strengthen the observation and assessment cycle.

Developmental trackers showed progression in key skills; however, these could be enhanced by dating entries and linking achievements more clearly to observations and next steps. This would support more targeted planning and help ensure children make sustained progress in their learning and development.

Planning was mostly responsive to children's ideas and interests, with the childminder using their knowledge of each child to provide play materials and plan activities. For example, one child told us they loved Paw Patrol, and resources reflecting this interest were available during our inspection, demonstrating that children's preferences were recognised and valued. Parents spoke very positively about the quality and variety of activities on offer, telling us "There is a large range of different toys to encourage learning and always out at different groups throughout the week" and "My child enjoys messy play, games, jigsaws, fun days & painting." We discussed how introducing planning documentation could more clearly evidence when experiences were planned in direct response to individual children's interests. This would strengthen the clarity of planning processes and better demonstrate how responsive practice supports children's learning and development.

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.

Quality Indicator: Nurturing care and support

The childminder demonstrated a warm, nurturing and responsive approach, which directly contributed to positive outcomes for children. Through sensitive and attentive interactions, children developed a strong sense of emotional security, feeling valued and respected. All families strongly agreed that they had a good relationship with their childminder with comments including, "Jacqueline goes above and beyond to ensure my child is looked after to the highest standard. She puts all the children first and is involved completely in their development" and "My child has a great relationship with our childminder". These positive attachments supported children to settle confidently and engage meaningfully in the childminding environment.

The childminder used daily conversations at drop-off and pick-up times, alongside digital applications such as WhatsApp and Messenger, to keep parents updated about their child's day. This ensured families received timely information about routines, experiences, and any changes in their child's needs. Parents told us, "The communication between Jacqueline and myself is great" and "Handovers are very informative and all important information such as nappies and food consumed, is shared daily." As a result, parents felt well informed and reassured, supporting strong partnerships and continuity of care for children.

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 effectively to inform each child's personal plan and identify appropriate developmental targets. Plans had been developed and reviewed in partnership with parents, ensuring children received the right support at the right time.

Mealtimes were calm and relaxed, creating a positive atmosphere for children. Families provided packed lunches from home, which the childminder offered in response to children's requests and in ways that reflected their individual routines. This ensured children were comfortable and well nourished. To enhance this further, we encouraged the childminder to offer foods on plates rather than directly from flasks or containers. This would help to promote children's independence and support a more homely, positive mealtime experience.

The childminder had a clear settling-in policy and implemented sensitive, well-planned procedures that supported children to feel secure as they adjusted to the service. One parent told us, "My child is always happy when in Jacqueline's care and transitions have been very easy." The childminder offered thoughtful reassurance and gentle encouragement to a child who initially found separation from their parent challenging, supporting them to explore play at their own pace. This helped the child feel safe, settled, and ready to engage in their surroundings.

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 thrive and develop in quality spaces	4 - Good
Children experience high quality spaces	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 iartras.

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.