

# Oldale-Farquhar, Gladys Child Minding

Aberdeen

**Type of inspection:**  
Unannounced

**Completed on:**  
12 March 2026

**Service provided by:**  
Gladys Oldale-Farquhar

**Service provider number:**  
SP2012983610

**Service no:**  
CS2012308618

## About the service

Gladys Oldale-Farquhar provides a childminding service from their home in the Bridge of Don area of Aberdeen. This service is in a residential area, close to a local school and nursery, parks and amenities. Children are cared for in the living room and kitchen area, with access to a downstairs bathroom and an enclosed garden.

The childminder is registered to provide a care service for a maximum of six children at any one time up to 16 years of age: of whom no more than 6 are under 12 years; of whom no more than 3 are not yet attending primary school and; of whom no more than 1 is under 12 months.

From 4 August 2025 to 15 August 2026, on a Monday between 9:00 and 16:00 and a Wednesday between 08:30 and 16:00 (or earlier if a child leaves the service before this date) 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 6 are under 12 years; of whom no more than 4 are not yet attending primary school and; of whom no more than 1 is under 12 months.

At the time of our inspection, 15 children were registered with the service. There were three children in attendance during the inspection.

## About the inspection

This was an unannounced inspection which took place on Thursday 12 March 2026 between 12:10 and 17:30. The inspection was carried out by two inspectors from the Care Inspectorate.

To prepare for the inspection we reviewed information about this service. This included, previous inspection findings, registration and complaints information, information submitted by the service and intelligence gathered throughout the inspection year.

To inform our evaluation we:

- spent time with children using the service
- spoke with the childminder
- received three responses to our request for feedback from parents/carers through our online questionnaire and spoke to two parents
- assessed core assurances, including the physical environment
- 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.

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:

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

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

## Key messages

- Children were settled, happy and having fun.
- The childminder provided a warm, nurturing and inclusive environment where children felt valued and confident in expressing their needs.
- The experienced childminder was passionate, professional and committed to their own learning and development.
- Children enjoyed nurturing, sociable mealtimes and were meaningfully involved in routines, promoting independence and healthy habits.
- The childminder used effective self-evaluation to identify and act on improvements, resulting in high quality care, play and learning.
- Strong partnerships with parents were established, leading to positive outcomes 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	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 quality indicator as very good.

**Leadership and management of staff and resources**

The childminder consistently demonstrated warm, respectful interactions, underpinned by a strong ethos and clearly articulated values. This resulted in the children in their care feeling safe, secure and valued, contributing to their sense of wellbeing and belonging.

Positive outcomes for children were supported through robust quality assurance activities. Policies were up to date, aligned with current legislation and best practice, and shared with families to ensure they knew what to expect. Established self evaluation processes, enabled the childminder to identify strengths and areas for development. This helped inform planned improvements to promote consistently positive outcomes for children and their families.

Parents told us they had regular opportunities to contribute to shaping the service. The childminder invited feedback from families, gathering their views in a variety of ways. This had included a review of the vision and aims of the service, which resulted in feedback directly influencing the experiences and care provided.

The childminder knew children very well and was passionate about providing positive, individualised experiences. They offered meaningful opportunities for children to influence decisions, valuing their views and ideas. This included meal planning and online food shopping, which contributed to ownership, confidence and independence.

Families benefitted from positive relationships with the childminder. Communication was a key strength and parents reported that they received regular updates and felt listened to, finding the childminder approachable, caring and responsive. As a result, families were well supported, and confident that the childminder worked with them to meet their children's needs.

The childminder demonstrated a professional and reflective approach to their role. Engagement in ongoing professional learning strengthened practice, ensuring it was grounded in a clear understanding of child development. They were committed to providing high quality care, and engaged positively throughout the inspection, welcoming feedback. A partnership with the SCMA (Scottish Childminding Association) provided time for self-evaluation and professional learning. This approach to continuous learning and improvement supported very good outcomes for children's wellbeing, play and learning.

**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 quality indicator as very good.

**Playing, learning and developing**

Children were happy, confident and having fun. They were relaxed and moved round the childminder's home easily, accessing a range of play and learning experiences that offered choice and variety. The childminder demonstrated consistent, positive interactions, which supported children's communication skills and ability to express themselves. One family commented that, "[the childminder] has created so much independence for the children so that they feel confident and secure, whilst also having ownership over what they do."

Children were comfortable asking for toys and games from accessible storage, and the childminder responded quickly to their needs. This enabled them to follow their interests and extend their play. We saw a balance of child led and adult initiated play, with children given time and space to interact at their own pace. They explored and enjoyed a range of resources independently, such as construction tiles, cars, sensory toys and animals. Daily access to outdoor play included frequent walks and visits to the park. The garden, which was used regularly, was well resourced, offering children opportunities to run, climb and explore.

The childminder demonstrated a strong knowledge of how children learn and develop and was skilled at responding to children's cues. The childminder used effective questioning, and shared thinking and explanations to build vocabulary and understanding during interactions. Rich opportunities to promote and develop literacy and numeracy skills were embedded throughout. Children had access to environmental print, stories, songs and were supported to count. Praise and encouragement fostered an environment where children felt confident to explore and motivated in their play and learning.

Learning plans were detailed and included next steps, reflecting children's achievements and progress. This ensured experiences were well matched to their individual needs and stages of development. Photographs and updates were shared with families digitally, helping them to stay informed about their children's progress and achievements. Parents told us that they received regular updates, including meetings to review their children's learning and agree next steps. These approaches supported communication with families and helped them to feel meaningfully involved in their children's learning journeys.

## 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.

### **Nurturing care and support**

Children experienced warm, responsive and nurturing interactions from the childminder, who knew them very well. This supported positive attachments where children felt safe to express their needs. Families spoke highly of the care provided. One commented that the childminder, "gives my child time and space to ask questions, be independent, and encourages [them] in new things".

Children were well supported and the childminder worked in partnership with parents to ensure they understood children's care needs. Information in personal plans detailed children's preferences, needs, likes and dislikes to help tailor care to each child. Regular reviews with families ensured this information stayed accurate and relevant, supporting consistent and responsive care. Information was often shared digitally, which worked well, reducing barriers to communication and supporting parents' engagement. This information did not always align with paper records, and we discussed the importance of ensuring that both the paper and electronic systems remain manageable and work cohesively to maintain clear, accurate and accessible records.

The welcoming environment was stimulating and supported a flexible, child-centred approach. Children were consistently well supervised, and effective safety measures were in place to protect them throughout the day. This enabled children to be actively and safely involved in making choices about their play, learning and daily routines.

Children enjoyed relaxed and unhurried mealtimes. Food provided met children's dietary needs and preferences. The childminder provided meaningful opportunities for choice and independence which helped the children develop important life skills. For example, one child chose to serve and tidy, proudly wearing a 'here to help' lanyard. The childminder's calm supportive approach and well-planned use of the home environment promoted social skills and positive eating habits.

The childminder encouraged children to maintain good personal hygiene, including daily toothbrushing. This helped children learn healthy routines and develop independence in caring for themselves.

Familiar routines and respectful interactions promoted positive transitions for children. They 'signed in' on arrival with named wooden figures to help them feel welcome. When it was time to leave the home, children felt reassured by the childminder's careful explanations about what was happening. Time was given to discuss their individual ideas and plans for what they wanted to do when they returned, further promoting their sense of belonging.

## 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

Leadership	5 - Very Good
Leadership and management of staff and resources	5 - Very 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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Care Inspectorate  
Compass House  
11 Riverside Drive  
Dundee  
DD1 4NY

[enquiries@careinspectorate.com](mailto:enquiries@careinspectorate.com)

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