

Jaclyn's Childminding Child Minding

Stirling

Type of inspection:
Unannounced

Completed on:
17 April 2026

Service provided by:
Jaclyn Gray

Service provider number:
SP2017988969

Service no:
CS2017355732

About the service

Jaclyn's Childminding is registered to provide a childminding service from a residential area of Stirling. When working alone, is registered to care for a maximum of six children up to 16 years of age. When working alongside the named assistant, the service may care for up to eight children up to 16 years of age. These numbers include the childminder's own children.

The service is situated within easy reach of nearby primary schools, shops, parks and a range of community amenities. Children are primarily looked after in the living room, with access to a kitchen and an enclosed rear garden for outdoor activities.

About the inspection

This was an unannounced inspection which took place on Friday 19 April 2026 between 09:00 and 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 and complaints information, information submitted by the service and intelligence gathered since last inspection.

To inform our evaluation we:

- spoke with three children in the service
- received four completed questionnaires from families
- spoke with one family in person
- spoke with the childminder
- observed practice and interactions with children
- assessed core assurances, including the physical environment
- 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

- Effective self-evaluation had supported the service to identify key improvement priorities, create action plans and make improvements to the service.
- Children had fun and were actively involved in leading their own play and learning experiences.
- Childminder and assistant knew the children well and were responsive to their current interests and individual needs.
- Work had begun to improve the quality of the information recorded in personal plans, including observations planning and next steps.
- Tracking and monitoring systems were in place. Establishing a clearer connection to how these inform planning will further improve 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	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 that could benefit from improvement.

The childminder offered a warm, welcoming service with a clear commitment to children's wellbeing and positive experiences. Their leadership promoted a caring ethos and strong relationships with families. A parent told us, "Jaclyn is polite, kind and easy to talk to. She is down to earth and so welcoming." Reflective approaches and developing quality assurance systems highlighted the childminder's motivation to continue improving the service. A parent shared, "She is always looking to make things better for children and families and involves us in any improvements."

The childminder had established aims and objectives that were embedded in daily practice, contributing to a safe and nurturing environment. We discussed opportunities to further develop the service's vision and values, including strengthening the involvement of children and families. To support this, we signposted the childminder to 'A Quality Improvement Framework for the Early Learning and Childcare Sector: Childminding.'

The childminder's action plan identified key areas for development with appropriate timescales. This was reflective of previous requirements and areas for improvement. This provided a helpful structure for embedding more systematic approaches to monitoring quality. We recognised the progress made and suggested creating a new improvement plan and quality assurance calendar to sustain positive change.

Children had some opportunities to influence their experiences, and the childminder was beginning to consider how their ideas could shape the environment and routines. Further strengthening this would enhance an inclusive, rights-based approach.

Self-evaluation activities, including professional reading and reflection logs, increased awareness of best practice guidance, particularly around safe sleep and supporting risky play. The childminder engaged well with the wider childminding network and the local authority to support improvement. This included visits to the service and opportunities to review and reflect on practice and paperwork, enabling both the childminder and assistant to gather constructive feedback to enhance the quality of the service.

Both the childminder and assistant kept up to date with core training, including first aid and child protection. This learning contributed to children being kept safe, well supported and protected from harm. Additional training aligned with improvement priorities, such as developing understanding of play and safety. Reflections demonstrated how learning was being applied and helped identify further training needs.

The childminding assistant was not present on the date of inspection, however, we reviewed their completed induction records and found that the recruitment processes and induction were robust and aligned with best practice and national guidance. The childminder assistant had developed their own folder containing policies, training records and reflective notes, which supported clarity in their role and effective collaboration with others. We encouraged the childminder to build on this strong foundation by holding regular review meetings to celebrate progress and identify any ongoing support needs.

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 that could benefit from improvement.

Indoor and outdoor spaces were used effectively to promote children's independence, choice and engagement. Resources were placed at children's level, enabling them to select materials and lead their own play. Children confidently chose activities and engaged in self-directed learning, with the childminder stepping back when appropriate and offering gentle guidance when needed.

The home was clean, tidy, and well-maintained, creating a warm and welcoming environment. Encouraging children to tidy resources before choosing new ones helped build responsibility and independence, supporting calm and organised routines.

There were developmentally appropriate and engaging resources that supported children's learning. The childminder provided materials linked to each child's interests for example, Spiderman-themed play for one child and baby dressing resources for another. Children were given time and space to revisit these experiences, supporting meaningful and sustained play.

The garden provided valuable outdoor learning opportunities with equipment such as slides, a seesaw and bikes. A well-organised shed allowed children to safely self-select additional resources. We suggested using visuals or photographs of play options to support children who are not yet able to express their preferences verbally.

Children benefited from regular use of local community spaces, which enriched their experiences and strengthened their sense of belonging. Walks in the park offered fresh air, physical activity and exploration. Risk assessments for all community areas were in place and regularly reviewed in response to children's needs. These assessments considered both benefits and risks, supporting informed decisions and enabling children to safely enjoy a wide range of experiences.

Equipment and resources were well-maintained, supporting children to explore, learn and achieve. We suggested keeping records of any maintenance to show how issues are identified and addressed promptly, helping ensure the environment remains safe, high-quality and responsive to children's needs.

The childminder had increased her awareness of 'Keeping Children Safe' campaign since the last inspection, using this to strengthen their approach to keeping children safe. This led them to create mind maps and reflective notes to support their thinking. Children were more involved in assessing their own risks, and continuing to build on this will further develop their confidence, decision making skills and understanding of how to keep themselves safe.

The childminder had completed up to date infection prevention and control training, ensuring robust and consistent hygiene practices. Children's personal information was managed safely and confidentially, and the childminder demonstrated strong awareness of data protection responsibilities. Recent data protection training further supported this understanding.

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 that could benefit from improvement.

Children had fun as they explored toys that reflected their interests. The childminder engaged with children in a supportive and joyful way, which helped them feel heard and valued. They were at children's level when playing, supporting their engagement and communication development. The childminder recognised children's interests and favourite toys and ensured these were available.

Parents agreed their children were supported through meaningful interactions and told us, "My child is so happy going to Jaclyn and Shannon's, it's a home from home, which is what I want from a childminder." Another parent shared, "They know my child so well and treat them like their own. They plan such great things and listen to children's ideas."

We observed children confidently engaged in play, using a range of resources that supported their learning and natural curiosity. The childminder made very good use of loose parts, such as tubes and pegs, to promote open-ended play that encouraged creativity, problem-solving and sensory exploration. These experiences reflected the childminder's growing understanding of child development, strengthened through recent training on children's play and learning.

Children confidently chose toys and resources, telling us, "The toys are fun and we can get different things if we want," showing they were happy and settled. Another child shared, "We can play with it lots of times or put it away," demonstrating that they had time, space and freedom to lead their own play, with the childminder joining in sensitively when needed.

We discussed how open-ended questioning and prompts could further enrich these experiences and strengthen children's confidence, creativity and support them to influence and have an impact on their world.

Interactions promoted children's language development. The childminder used age-appropriate strategies, such as single-word modelling, repetition and providing commentary during play. These approaches supported the development of vocabulary, communication skills and language confidence.

The childminder recorded children's experiences and linked these to developmental frameworks, using observations to support curiosity, early literacy, numeracy and meaningful play. Progress tracking was developing, with clear identification of next steps to support learning. We discussed using this information more fully to inform planning so that experiences align with children's developmental needs. Strengthening this system would support clear identification of achievements and any need for further support or challenge.

Children benefited from opportunities to explore their local and wider community, including toddler groups, 'Bookbug' sessions, local walks and parks. These experiences supported their language, communication and social development. Parents valued this, telling us, "Jaclyn is a great childminder. She plans days out and plenty of outdoor activities, which are important for children's 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 that could benefit from improvement.

Children were happy and settled in the childminder's care, confidently approaching her for reassurance and comfort. We saw children seeking cuddles and guidance when needed.

This demonstrated the childminder's kind and nurturing approach, which helped children feel safe and secure. They knew the children well and could clearly describe their likes, dislikes and preferences. A parent shared, "They know my child well and cater specifically to their needs, with the utmost care and patience."

Children enjoyed calm, relaxed mealtimes. They ate meals mostly provided from home, and the childminder supported their independence by encouraging them to use cutlery. Close supervision promoted safe eating, while playful, caring conversations chatting and laughing together helped build children's language skills and positive relationships.

Personal plans had been developed with increasing focus on children's changing needs and interests. A parent told us, "I was given a really good structured personal care plan questionnaire to return to Jaclyn, where I could share updates on development, health and what my child enjoys when playing and eating." Personal plans were reviewed every six months or sooner if needed.

Meaningfully reviewing routines with children and families ensured their voices shaped the rhythm of the day. Children's privacy and dignity were respected, with the childminder asking permission before offering personal care and encouraging children to make choices about their own needs. This empowered them and supported growing independence and confidence.

Families were welcomed into the setting and engaged in regular conversations about their children and their day. The childminder used social media platforms specifically for families to share updates, however, they primarily focused on face-to-face discussions. This ensured families were well informed about their child's care. Parents told us, "I receive messages during the day regarding how my child is, and at the end of the day, detailed feedback."

The childminder had also been working with families to raise awareness of safe sleep guidance and reviewing practice to ensure it reflected current advice. Continuing to follow best practice guidance will support families through clear communication, consistent approaches and confidence in the care provided.

Positive relationships with parents were a strength of the service. Parents valued the consistency between home and the childminder's setting, which helped children feel secure and supported. Questionnaires were used to gather feedback from parents. Continuing this approach and recording the impact will support the service to remain responsive to the needs of families and children. Strong links within the local community further enhanced children's sense of belonging and provided meaningful opportunities for social connection.

What the service has done to meet any requirements we made at or since the last inspection

Requirements

Requirement 1

By 31 July 2025, the provider must ensure all children's care and wellbeing needs are fully considered and planned for. To do this, the provider must at a minimum:

1. Ensure all children's personal plans are fully completed and up to date.
2. Children and parents or carers are fully involved in this process.
3. Ensure all children have the appropriate level of information in their personal plan to meet their needs.
4. Ensure they and any assistants, are well informed about the children, and use the personal planning information to provide individualised and responsive care relevant to their needs.

This is to comply with Regulation 4(1)(a) (Welfare of users) of 'The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 (SSI 2011/210).'

This is to ensure that care and support is consistent with the 'Health and Social Care Standards (HSCS),' which state that: "My personal plan (sometimes referred to as a care plan) is right for me because it sets out how my needs will be met, as well as my wishes and choices." (HSCS 1.15).

This requirement was made on 2 May 2025.

Action taken on previous requirement

All children now had personal plans in place, signed by parents and reviewed within the required six month timescale.

A contents page had been added to each folder to ensure plans were consistently completed and met all requirements.

There was clear evidence of children's voices and parent/carer involvement throughout the personal plan documents.

Each plan provided a strong overview of the child's needs, including health, allergies, additional support and key information, such as interests or challenges. Plans were treated as working documents and kept accessible, with the assistant signing to confirm they had read any updates.

The childminder and assistant engaged in ongoing professional learning, including SCMA guidance on Personal Development Plans, and sought feedback from the local authority development officers to strengthen their approach.

Met - within timescales

Requirement 2

Children's environment must be safe and well-maintained. To ensure this, the provider at a minimum must:

1. Fully consider risks and identify relevant mitigations to reduce them.
2. Support children to explore and manage risk.
3. All areas are safe and accessible to children, to ensure they have ample space to move around.

This is to comply with Regulation 4(1)(a) (Welfare of users) of 'The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 (SSI2011/210).'

This is to ensure "I experience high-quality care and support that is right for me, is consistent with the 'Health and Social Care Standards (HSCS),' which state that: "My environment is secure and safe." (HSCS 5.19).

This requirement was made on 2 May 2025.

Action taken on previous requirement

All risk assessments had been reviewed and updated, with each one showing appropriate detail. They were reviewed annually or sooner if changes were needed. Potential risks were clearly identified, along with the steps the childminder would take to reduce risk.

A section on risk benefits demonstrated a positive, balanced approach to exploring risk and recognising the value it brings to children's learning.

Documentation showed that children regularly developed their own risk management skills, weighing up risk, benefit and challenge during play.

The garden was safe, well-maintained and set up for play, with a shed where children could self-select additional resources.

The childminder completed a risk assessment course, and both she and the assistant engaged in further training and professional reading on managing risk through 'Play Scotland.' They also reflected on this learning and how it informed their practice.

The 'Environments in Early Years' course helped the childminder reflect on creating safe, engaging spaces. She used photos to show how areas were set up and how her learning informed improvements.

The 'Space to Grow and Thrive' guidance was used to further develop the outdoor area, adding slides, loose parts and physical equipment, to support children's gross motor skills, problem solving, independence and safe exploration.

Met - within timescales

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 provider should ensure the necessary steps are taken to uphold all children's rights to be safe and protected from harm. This includes but is not limited to, ensuring personal care is provided in a safe and dignified way.

This is to ensure that care and support is consistent with the 'Health and Social Care Standards (HSCS),' which state that: "If I require intimate personal care, this is carried out in a dignified way, with my privacy and personal preferences respected." (HSCS 1.4); and "I am protected from harm, neglect, abuse, bullying and exploitation by people who have a clear understanding of their responsibilities." (HSCS 3.20).

This area for improvement was made on 2 May 2025.

Action taken since then

The childminder's risk assessment and policy now include toileting in the community, with a stronger focus on dignity, respect and children's rights.

The 'Toileting Out and About' policy provided a clear step-by-step process, including encouraging children to use the toilet before leaving an area, and planning outings with awareness of nearby facilities.

Additional resources had been purchased to support toileting when no public toilets were available, including a pop up privacy tent, a dedicated bag with appropriate PPE.

The childminder has also been developing her understanding of the 'Health and Social Care Standards,' particularly around supporting children's dignity, respect and responsive care.

This area for improvement has been met.

Previous area for improvement 2

Children's play and learning should reflect their individual interests, curiosities and support them to progress. To ensure this the provider should at a minimum:

1. Observe and assess children's development to plan play opportunities that support children to thrive.
2. Provide developmentally appropriate experiences that meet the needs of individual needs and interests of children.

This is to ensure that care and support is consistent with the 'Health and Social Care Standards (HSCS),' which state that: "I am supported to achieve my potential in education and employment, if this is right for me." (HSCS 1.27).

This area for improvement was made on 2 May 2025.

Action taken since then

Observations of significant learning were added to personal plans, showing children's interests and developing skills.

Tracking systems were in place, which had begun to support the planning of developmentally appropriate experiences.

'Ages and Stages of Development' guidance was used at times, to support goal setting and next steps, helping identify developmental needs and track children's progress over time.

The childminder had created an Inclusion policy that emphasised following children's interests and building on their existing capabilities.

Training records showed a strong focus on understanding play, including courses on children's rights, play and child-led participation.

This area for improvement has been met.

Previous area for improvement 3

Children should experience high-quality care, play and learning. The childminder should ensure formal quality assurance processes, including self-evaluation and improvement plans are in place and lead to continuous improvement.

This is to ensure that care and support is consistent with the 'Health and Social Care Standards (HSCS),' which state that: "I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance processes." (HSCS 4.19).

This area for improvement was made on 2 April 2025.

Action taken since then

Self-evaluation was actively carried out through childminder's action plan, with identified steps implemented to address requirements and areas for improvement.

The childminder and assistant used reflective journals to record training, its impact and their ongoing reflections.

Policies and risk assessments had been further developed, with growing links to best practice guidance, such as 'Safe Sleep' and the Care Inspectorate's medication guidance, showing an increasing awareness of up to date expectations.

The childminder engaged in regular training throughout the year, directly linked to identified improvements and requirements.

A training calendar was created to ensure progress over time. Self-evaluation toolkits were also being used to support ongoing development.

This area for improvement has been met.

Previous area for improvement 4

Children should be kept safe and fully supported in their care, play and learning. The provider should ensure that children are effectively supervised at all times.

This is to ensure care and support is consistent with the 'Health and Social Care Standards (HSCS),' which state that: "My care and support is provided in a planned and safe way, including if there is an emergency or unexpected event." (HSCS 4.14).

This area for improvement was made on 2 May 2025.

Action taken since then

Policies and risk assessments clearly outlined the roles and responsibilities of both the childminder and the assistant, for tasks carried out in the home and in the community, and these were reviewed regularly.

A 'Missing Child' policy had been created, linking to 'Keeping Children Safe' campaign and outlining ways to reduce risk and promote safety. The childminder had read the practice notes and added reflective comments to show how this informed their approach. This looked at improving supervision and developing consistent care.

A car travel and seatbelt safety risk assessment had been added to existing policies. The childminder had successfully completed certified choke awareness training.

Where appropriate, individual risk assessments were created for specific children, developed in partnership with parents and outlining the steps taken to reduce risk.

A communication diary between the childminder and assistant was in place, recording updates shared with each other and from families. This ensured children were kept safe and fully supported in their care, play and learning.

This area for improvement has been met.

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

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