

# Jemmas Child minding Child Minding

Coatbridge

**Type of inspection:**  
Unannounced

**Completed on:**  
27 May 2025

**Service provided by:**  
Jemma Neil

**Service provider number:**  
SP2023000105

**Service no:**  
CS2023000160

## About the service

Jemmas Childminding provides a service from their property in a quiet residential area of Coatbridge, North Lanarkshire. The childminder is registered to provide care for a maximum of 6 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 are inclusive of the childminder's own children. At the time of our inspection, seven children were registered with the service who attended on different days.

The service is close to local primary schools, shops, parks, and other amenities. The children are cared for in the kitchen/diner, living room, and have access to a downstairs toilet.

## About the inspection

This was an unannounced which took place on 27 May 2025. The inspection was carried out by one inspector and one shadow inspector from the Care Inspectorate. To prepare for the inspection we reviewed information about this service. This included registration information, information submitted by the service and intelligence gathered since the service was registered.

In making our evaluations of the service we:

- spent time with two children using the service and received feedback from five of their family members.
- spoke with the childminder
- observed practice and daily life
- reviewed documents.

## Key messages

- Children were happy, settled and comfortable in the care of the childminder.
- Children experienced warm and caring interactions, supporting them to feel loved, safe and secure.
- Children's health and wellbeing was promoted through regular access to parks and outdoor play spaces.
- Children's play was supported as the childminder joined in with games, supporting them to have fun.
- The childminder knew the children well and had developed positive relationships with children and their families. .
- Risk assessments were in place to help ensure children were kept safe.
- Play spaces were clean and well-maintained.
- The childminder should develop approaches for self-evaluation, to help to plan improvements within the service.

## 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

How good is our care, play and learning?	4 - Good
How good is our setting?	4 - Good
How good is our leadership?	4 - Good
How good is our staff team?	5 - Very Good

Further details on the particular areas inspected are provided at the end of this report.

## How good is our care, play and learning?

4 - Good

We evaluated this key question as good, where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

### Quality indicator: 1 Nurturing care and support.

Children experienced warm and nurturing interactions, supporting them to feel loved, safe and secure. The childminder knew children well and were responsive to their needs. They used flexible approaches to help support children's wellbeing. One parent told us "[the childminder] changes whatever they can to suit the needs and routine of our [child]. Nothing is too much to ask and I know that our [child] is cared for in the best way possible. The children's needs are always met."

Information was contained in personal plans that helped meet children's needs. For example, food preferences, interests and sleep routines. The childminder communicated regularly with families and shared updates on children's progress. This helped ensure families were informed about their child's day. All families agreed that were involved in their child's care. One parent told us "[the childminder] will always update fully on how my [child's] day has been and if there are any issues. "The childminder identified where children's personal plans could be further developed. We agreed this would help ensure clear strategies were recorded to help meet children's needs.

Children experienced relaxed and sociable mealtimes where they ate together at the kitchen table. Children were involved in menu planning and preparing meals, helping support their preferences and independence skills. For example, grating cheese and preparing vegetables for soup. The childminder recognised that mealtimes was a valuable time to enhance children experiences. One child told us their favourite food was macaroni cheese and cheese toasties. Water was available throughout the day helping ensure children stayed hydrated. One parent told us "[the childminder] always gives [my child] foods that they know they like. They give them a balanced diet on days [my child] is there all-day including fruit and home cooked meals."

Children could sleep and rest in response to their needs, which helped support their overall wellbeing. The childminder knew children's routines well and were responsive to their cues of tiredness. They were aware of safe sleep practices and travel cots were available to offer safe spaces for babies. Whilst older children sometimes fell asleep in prams, we discussed considering using sleep mats to further support their comfort.

### Quality indicator: 1.3 play and learning.

Children choose from a variety of play materials that met their interest including board games, a play kitchen and chalk board. The childminder told us they rotated play materials to meet the interests of children. This included painting and play dough, and arts and crafts. We discussed where consideration could be given to introducing more open-ended and real-life materials. This would further support children's curiosity, problem solving and imagination. This should include materials that can be taken apart and put together or combined in many ways and is often referred to as loose parts.

Children benefitted from regular access to visit local parks in the area. This supported them to learn about nature and the world around them. Children were supported to learn about wildlife, as they participated in pond dipping and discovered a Swan's nest with Cygnets.

Children recalled visits to the park and could tell us about the baby swans. This helped children develop an appreciation for the natural world.

Children's physical skills were supported as they had opportunities to walk, cycle and use scooters. Children had been learning to cycle pedal bikes and told us 'I pull the brakes to stop'. This helped support children's confidence and self-esteem. One child told us "I like going to my childminder because it's always fun. We always do fun things that I like, and we sometimes go places when I'm not at nursery. I like playing with my friends."

Children's language development was promoted using song cards, where children could choose a picture relating to a song of their choice, for example, 'Incy Wincy Spider'. The childminder sang songs and repeated familiar words and phrases. This helped children learn new vocabulary and promoted their communication skills. As a result, children were confident when communicating their thoughts and ideas.

Children had developed friendships with other children and enjoyed trips to local toddler groups. This supported their social skills as they mixed with larger groups of children. The childminder discussed routines of the day with children and gave them a choice of going out or staying at home, this helped to respect their voice and choices. One child told us "It's fun, [the childminder] is nice. I like playing with my friends."

To further support children's learning and development the childminder should develop approaches to recording observations of children's progress and achievements. This will help to inform next steps to support their development.

## How good is our setting?

4 - Good

We evaluated this key question as good, where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

### Quality Indicator: 2.2: Children experience high quality facilities.

Children benefited from a clean and well-maintained environment that met their needs. They mostly played in the open-plan kitchen and dining area, which was well ventilated with lots of natural daylight. Children enjoyed playing on the large rug and watching the family dog out the patio doors.

The living room area was used for quieter times and to play games. This supported children with opportunities for rest, promoting their wellbeing.

Children could access a variety of toys independently. Some games were stored in the living room and older children choose games of their choice and brought them to the kitchen area to play. However, we discussed with the childminder about reviewing the use of play spaces as some play materials were bulky, which limited the floor space available for children's movement and play. We suggested some of these materials could be used outdoors, where there was more space available. This would help maximise the use of space for play. The childminder agreed to review this.

The garden area was not being used at the time of the inspection. The childminder had plans to develop this area in the near future. This would help offer accessible outdoor space to support children's overall wellbeing and provide opportunities for more adventurous play to promote their physical skills.

A variety of measures were in place to help keep children safe. This included a secure front door, safe storage of hazardous materials and implementing robust risk assessments for activities and outings. We suggested to regularly review the risk assessments and add on any new risks identified.

The childminder had a good understanding of infection prevention and control measures. The premises were clean, and the childminder used gloves and aprons when changing nappies, helping promote a safe environment for children.

## How good is our leadership?

4 - Good

We evaluated this key question as good, where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

### Quality indicator: 3.1 Quality assurance and improvement are well led.

The childminder promoted a clear vision and values that reflected the needs of children and families. This included, providing a warm, nurturing home, with fun and engaging experiences for children.

The childminder valued the views of families. They communicated regularly through text messages and day to day conversations. This helped foster positive relationships. All families told us they felt welcomed into the childminders home and valued opportunities to discuss their children's day. One parent told us "[the childminder] communicates daily over WhatsApp for the parent who doesn't get to see them and is welcoming and communicates well with the parent on drop off. Other family members who also pick up feel welcomed and comfortable with [the childminder]." We suggested that they could strengthen their approach to gathering and recording feedback from families. This would help ensure families are meaningful involved in developments within the setting.

The childminder engaged well in the inspection and welcomed opportunities to discuss ways to improve the service. They had informal plans in place to develop the outdoor area and improve the recording systems for personal plans. We suggested they should become familiar with 'A quality improvement framework for the early learning and childcare sectors.' This would help support them with self-evaluation, to identify what is working well and what needs to improve to promote positive outcomes for children. We signposted the childminder to guidance to support them with this.

## How good is our staff team?

5 - Very Good

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children, therefore we evaluated this key question as very good.

### Quality Indicator: 4.1 Staff skills, knowledge and values.

The childminder had created a warm and welcoming service for children and families. Families' comments included "[they] are such a lovely person inside and out", "our [child] loves them" and one child told us "I like [the childminder, they are] always very nice to me and I like to go to their house."

The childminder demonstrated good knowledge of child development and supported children well to achieve milestones and supported their interests. They understood what children needed to help them grow and develop and responded to their needs in a caring and nurturing manner. This helped build good attachments and supported children's wellbeing.

One parent told us "[the childminder] is very kind, patient and trustworthy. They have a lovely family, and I feel confident and happy leaving my [child] with [them]."

The childminder had worked in a variety of previous roles with children and young people for many years. They had gained vast knowledge and experience, which supported them to provide a high-quality service to meet the needs of children and families. They were well placed to continue developing the service to promote children's care, play and learning.

The childminder developed their knowledge and skills further by undertaking training to develop their knowledge for this role. This included first aid, advice for toilet training and forest school training. This was evident in their approach caring for children and supported them to learn about nature and the natural world around them. We signposted the childminder to further guidance information, available on our website to contribute towards their journey for improvement.

The childminder was a member of the Scottish Childminding Association (SCMA) and often engaged with other childminders, which had helped contribute to the development of their service. This provided opportunities to share ideas, gain knowledge and reflect on practice, contributing to positive outcomes for children.

## 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

How good is our care, play and learning?	4 - Good
1.1 Nurturing care and support	5 - Very Good
1.3 Play and learning	4 - Good
How good is our setting?	4 - Good
2.2 Children experience high quality facilities	4 - Good
How good is our leadership?	4 - Good
3.1 Quality assurance and improvement are led well	4 - Good
How good is our staff team?	5 - Very Good
4.1 Staff skills, knowledge and values	5 - Very Good

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