

# Alison Chandler - Childminder Child Minding

Isle of Islay

**Type of inspection:**  
Unannounced

**Completed on:**  
19 June 2025

**Service provided by:**  
Alison Chandler

**Service provider number:**  
SP2023000338

**Service no:**  
CS2023000398

## About the service

This service registered with the Care Inspectorate on 24 November 2023. The service provider is Alison Chandler. Alison Chandler is a childminding service. The service operates from the childminder's home, located in Bowmore on the Isle of Islay, Argyll and Bute. The service is provided from a semi detached two storey house, with children having access to the living room, enclosed rear garden and bathroom. The service is within walking distance of the local primary school, shops and parks.

Current registration allows the childminder:

- The childminder may care for a maximum of 6 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.
- Numbers include the children of the childminder's family/household.
- Minded children can only be cared for by persons named on the certificate.
- No overnight care will be provided.

## About the inspection

This was an unannounced inspection, carried out by two early learning and childcare inspectors, which took place on 19 June 2025. The childminder confirmed that they currently have 12 children registered, with four children present at the time of the inspection. To prepare for the inspection we reviewed information about the service. This included registration information, information submitted by the service and any intelligence gathered. In making our evaluations of the service we:

- Observed practice and daily life.
- Spoke with children using the service.
- Reviewed documents.
- Spoke with the childminder.
- Sent questionnaires to parents/carers to gather their views and feedback.

## Key messages

- Children experienced warm, nurturing care and support from a childminder that knew them well.
- Children enjoyed being outdoors in the local community, accessing the beach, parks and woodland areas.
- Children engaged in a wide range of play and learning experiences in the setting and in the secure garden.
- The childminder had a built trusting relationship with families through consistent and varied methods of communication.
- The childminder was committed to ongoing professional development to support positive outcomes for children and their families.
- A process of regular evaluation of the service in partnership with children and families was supporting continuous improvement of 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?	4 - 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 1.1: Nurturing care and support

Children received warm, caring support from the childminder. They showed a clear understanding of each child's likes and dislikes. Through kind, responsive interactions, they were able to build strong, trusting relationships. As a result, children appeared happy, confident, and secure in the homely setting. These positive relationships supported their wellbeing and helped them feel safe and valued.

Children enjoyed a relaxed and engaging snack time. The childminder thoughtfully prepared snacks for an outing to the park. Children were encouraged to choose their own snacks and share with others. They used a food guide to help pick healthy options. This approach promoted independence and supported the development of communication and social skills. The childminder's planning helped make snack time a positive experience.

Children's personal plans included detailed information and were linked to the SHANARRI wellbeing indicators: Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible, and Included. The childminder worked closely with parents to gather information about each child's needs, interests, and routines. These plans were reviewed regularly. Families were involved through settling in sessions, daily updates, and goal focused meetings. This strong partnership helped ensure consistent care and supported each child's development and wellbeing.

The childminder provided rest and sleep opportunities that reflected each child's needs and home routines. A cot and sleep mats were available for children who needed a nap. This showed a thoughtful approach to individual care. The childminder agreed to continue reviewing the sleep policy to ensure it follows current safe sleep guidance. This will help maintain high standards of safety and support children's wellbeing during rest times.

A clear medication policy was in place. The childminder had taken positive steps by creating individual risk assessments for children with allergies. This showed a proactive approach to health and safety. We suggested that medication forms be completed with families and that a health plan be created for children who require emergency medicine. The childminder agreed to regularly update the policy using the latest guidance. These actions will support safe practice and promote children's health and wellbeing.

### 1.3 Play and Learning

Children experienced a wide range of play that included both structured and free-flow opportunities. Activities were carefully planned with input from children and families. These took place at the childminding home and in the community, including visits to the beach, park, woods, and library. This approach helped children feel a sense of belonging and connection to their local area.

The childminder kept a daily diary to record activities and responded to children's ideas, such as asking to practise gluing or to go to the park. This showed a clear commitment to child led learning. A wide variety of experiences were recorded in the floor books, including baking, gardening, painting, crafts, and sensory play

with rainbow rice. These were effectively linked to the SHANARRI wellbeing indicators, showing how play supported children to achieve positive outcomes.

The childminder was actively building their knowledge of best practice, including the value of loose parts play, and was using this knowledge to create new resources to support open ended learning. The outdoor space offered rich opportunities for exploration, with a mud kitchen, water barrel, and greenhouse for planting. Physical development was well supported through slides, trikes, swings, and dens. These activities encouraged movement, balance, and coordination. Planning was clearly responsive to children's interests, promoting their curiosity and engagement. The childminder demonstrated a strong understanding of how quality play supports learning.

Children's individual goals were recorded and shared with parents, helping to link learning between home and the setting. To strengthen this good practice, we suggested the childminder also record how each goal will be achieved and note when it has been met. This would provide clearer evidence of progress and support ongoing planning.

## 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.

### 2.2 Children experience high quality facilities

The childminding home was clean, bright, and well ventilated, creating a welcoming and comfortable space for children. A dedicated area in the hallway allowed children to store their belongings, and a notice board displayed key information for parents. Children played in the living room, which offered a cosy sofa for rest and a wide range of play resources. The childminder ensured that toys were easy to reach and suitable for the children's ages and stages of development. Resources were also chosen based on children's interests, encouraging choice and independence. Children confidently selected their own toys, showing they felt secure and in control of their play. The childminder promoted outdoor play as a key part of the day. The secure garden included a planting area where children enjoyed growing seeds and watching them develop. However, some parts of the garden required regular maintenance, such as cutting grass and trimming plants, to keep the space safe and inviting.

Risk assessments were in place for indoor and outdoor areas, as well as for outings in the community. These were reviewed often and shared with families, supporting transparency and promoting children's safety. Hygiene routines were clearly followed. For example, children washed their hands after outdoor play and personal care. The childminder agreed to regularly review her infection control procedures to ensure it reflects current best practice.

**See area for improvement 1.**

Daily fridge temperature checks were completed and recorded, showing a clear commitment to safe food storage. Toys and equipment were cleaned regularly following a set schedule, helping to reduce the risk of infection and maintain high hygiene standards.

Accident and incident forms were completed accurately and signed by parents, showing good communication and record keeping. To improve this further, we suggested the childminder develop a clear policy for reporting significant incidents to the Care Inspectorate. This should include how head bumps and

similar events are monitored and shared with families. These steps would strengthen safeguarding and support children's wellbeing.

## Areas for improvement

1. To keep children safe and minimise the risk of spreading infection, the provider should review their infection prevention and control policy and procedures, including but not limited to ensuring the correct personal protective equipment (PPE) is used correctly and stored appropriately.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS), which state: 'My environment is secure and safe' (HSCS 5.17).

## 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.

### 3.1 Quality assurance and improvement are well led

The childminder had a clear set of aims focused on providing a warm, safe, and nurturing environment tailored to meet the individual needs and interests of children. A wide range of fun and engaging activities was offered, and the service was delivered in a flexible and responsive manner. These aims were evident in practice and contributed positively to children's experiences and outcomes.

The childminder was welcoming and engaged positively throughout the inspection process. They demonstrated a reflective approach and were open to suggestions, showing a strong commitment to ongoing professional development and improving outcomes for children. The childminder had begun to align their improvement planning with the 'Quality improvement framework for the early learning and childcare sectors'. Key focus areas included expanding loose parts play to support creativity and development, embedding evidence-based practice through professional reading, and increasing story and rhyme time. These priorities reflected an informed approach to enhancing children's experiences. We suggested incorporating increased gardening maintenance and reviewing the infection prevention and control procedures as focus areas, linking it to children's right to health and a clean environment.

Policies sampled across key areas had recently been reviewed and shared with families, demonstrating a commitment to transparency and continuous improvement. To further strengthen this area, we asked that the childminder enhance links to relevant national guidance. For example, the 'National Guidance for Child Protection in Scotland' to ensure policies remain robust and aligned with current best practice guidance.

Personal information was stored securely, following best practice guidelines to protect privacy. The registration with the Information Commissioner's Office (ICO) showed their commitment to responsible and secure data handling.

**How good is our staff team?****4 - Good**

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

**4.1 Staff skills, knowledge and values**

The childminder's dedication was clearly supporting children to thrive and flourish. Their warmth, kindness, and positive ethos built on mutual trust, honesty, and respect created a happy, secure, and supportive environment for both children and their families. Care, play, and learning were delivered in a child centred and responsive manner, with clear links to the SHANARRI wellbeing indicators evident in both documentation and practice.

Interactions with children were consistently respectful and considerate of their individual needs, effectively supporting the development of self-esteem and confidence. Positive behaviour was promoted through role modelling, including the use of kind language and friendly, supportive interactions, and was further reinforced through the childminder's clear and consistent behaviour policy.

The childminder remained well informed through her active membership with the Scottish Childminding Association (SCMA) and regularly engaged in relevant training opportunities. Her experience as a foster parent further enriched her practice, bringing valuable insight and additional training to her childminding role.

A reflective approach was evident through the completion of self-evaluations and the seeking of feedback from families, which supported the identification of strengths and areas for improvement. The childminder was up to date with essential training. For example, first aid and safeguarding training and demonstrated a strong commitment to ongoing learning. The childminder demonstrated awareness of Care Inspectorate provider updates and was developing an approach to reviewing and updating her policies and practice to reflect these. This reflective process reinforced her commitment to continuous improvement.

**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	4 - Good
1.3 Play and learning	5 - Very 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?	4 - Good
4.1 Staff skills, knowledge and values	4 - Good



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