

# Rhona's Breakfast And Supper Club Child Minding

Banchory

**Type of inspection:**  
Unannounced

**Completed on:**  
18 June 2025

**Service provided by:**  
Rhona Irvine

**Service provider number:**  
SP2023000190

**Service no:**  
CS2023000299

## About the service

Rhona's Breakfast and Supper Club is registered to provide a care service to a maximum of six children at any one time up to 16 years of age, of whom no more than 3 are not yet attending primary school of whom no more than 1 is under 12 months. Numbers include the children of the childminder's family/household.

The childminder operates from their home located in a residential area of Banchory, Aberdeenshire. The service is situated close to wooded areas, parks, shops and a local primary and nursery school. Children are cared for in the kitchen/diner and living room and have access to an enclosed garden at the rear of the property.

## About the inspection

This was an unannounced inspection which took place on 16 June 2025 between 08:15 and 13:00 and 14:00 and 15:00. The inspection was carried out by one inspector from the Care Inspectorate. This was the first inspection of the service.

To prepare for the inspection we reviewed information about this service. This included registration information, information submitted by the service and intelligence gathered since registration. This was the first inspection of the service.

In making our evaluations of the service we:

- spent time with four children attending the service at the time of inspection
- spoke with one parent and received four responses to our request for feedback from parents
- spoke with the childminder
- observed practice and children's experiences
- reviewed documents.

## Key messages

- Children were happy and relaxed in the childminder's care.
- Children's play and learning experiences were enhanced through the use of the wider community.
- Children were cared for in a clean, welcoming and homely environment.
- The childminder should continue to evaluate their service to support continuous improvement.
- The childminder had completed professional development which supported them in their practice.

## 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?	5 - Very 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 different parts of this key question as good and very good, with an overall grade of good. Several strengths impacted positively on outcomes for children and clearly outweighed the areas for improvement.

### Quality indicator 1.1: Nurturing care and support

Children and their families experienced a friendly and homely service. This helped build positive relationships and promoted good communication. Parents appreciated the warm welcome given by the childminder and their family. A parent commented, "[The childminder's] door is always open, and their family are always welcoming and friendly too."

Children were happy, confident and relaxed in the care of the childminder. Sensitive and caring interactions ensured that children's needs were met which meant they felt safe and secure. A child told us: "I think [my childminder] is the best." A parent commented: "They [childminder] are approachable and always handle situations with kindness."

The childminder knew children and their families well. Information was shared through daily chats and messages. This promoted working together to meet children's individual care needs. However, a few children's personal plans were not fully completed or reviewed with parents every six months as required by legislation. This increased the potential to miss key information to fully support children's changing care needs. We asked the childminder to review children's personal plans with parents and they agreed to action this.

Children enjoyed home cooked meals and snacks provided by the childminder. This meant children ate foods they enjoyed and were well fed. The childminder described involving children in planning, purchasing and preparing meals and snacks. Parents shared this was a highlight of the service. One parent commented: "[The childminder's] menus are brilliant, they often involve the kids in the food prep increasing their awareness of new food and how to make it." Another parent commented, "My child is offered a brilliant variety of food over the school term."

Children's health was supported through the childminder's awareness and understanding of medical needs. Medication forms were in place to record the permission and administration of medication. To ensure records are always reflective of children's current needs, we asked the childminder to review administration forms more regularly with parents and carers.

### Quality indicator 1.3: Play and learning

Children were offered a variety of planned and spontaneous play opportunities. These offered children play and learning which included imagining, being creative and problem solving. Experiences included crafts, playing games, cooking, dancing and performing. The childminder was responsive to children's interests and ideas. For example, a child interested in cooking had been supported as they planned and led a cooking session with other children. As a result, children had fun and experienced learning that was meaningful to them.

Children's learning was supported by the childminder's knowledge of child development and their responsive, natural interactions. They took time to listen to children, pick up on their non-verbal cues and respected their choices. This supported children's communication skills and sense of being valued.

Families agreed that children benefited from a wide range of play experiences. One parent commented: "[The childminder] lets the children experience lots of different activities like sledging, litter picking and playing in the woods." Another parent shared that the childminder provided "A great balance between indoor crafts versus the amazing park and woodland adventures they take them on." Another parent commented, "The childminder encourages my child to try many new things (but is also child led) they have the perfect balance."

Literacy and numeracy opportunities were embedded throughout the home and within children's experiences. A range of toys promoted children's skills and enhanced learning such as books, games and writing materials. The childminder's effective commentary and use of open-ended questions encouraged children to share their experiences and extended vocabulary. This helped them grow in confidence and supported them to reach their potential.

Children's experiences were enriched through regular opportunities to play and learn in the community. On the day of inspection, children visited the local woods and park where they enjoyed imaginative and physical play. A child told us: "I've made a fairy shelter." These opportunities helped children develop their understanding of the natural world and supported their health and wellbeing.

## How good is our setting?

## 5 - Very Good

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

Children were able to play and rest in a homely and welcoming environment. The living room provided ample space for children to play games, build dens, dance and move freely. The comfortable sofa, cushions and blankets provided a place for children to sit, read stories and relax. The dining table in the kitchen provided space for children to eat, as well as develop their creativity through arts and crafts. One parent described the setting as, "a home from home that the kids can thrive in."

Toys and resources were easily accessible supporting children to make choices about their play and learning. There was a variety of resources available to the children which reflected their interests. These included dressing up materials, magnetic shapes, dolls, books and games. Resources were clean, in very good condition and appropriate for children's age and stage of development.

Children's health and wellbeing was supported through energetic play and opportunities to play outdoors. The enclosed garden offered children space for physical games and use of wheeled toys. Outdoor play equipment included a play house, mud kitchen, football and climbing frame. Direct access to the garden enabled children to use outdoors with ease and provided choice in where they played. A parent commented, "The garden is a safe space for the children to access easily." Another parent shared, "[The childminder's] home is welcoming and set up well for the care they provide to my child."

Risk assessments were in place for indoor and outdoor environments to support the safety and wellbeing of children. These documented potential risks and measures in place to support a safe environment. Children were guided and supported to stay safe through discussion. During the walk to the woods, children were encouraged to consider road safety. This promoted a sense of independence whilst keeping children safe and well.

Infection prevention and control measures were in place to help reduce the potential spread of infection. These included handwashing after outdoor play, before lunchtime and the cleaning of surfaces. This helped keep children safe and well.

Children and families' personal information was securely stored, and the childminder had registered with the Information Commissioner's Office to protect personal data. This helped to protect children and families' privacy.

## 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.

The service aims and objectives were shared with families in a welcome pack when registering with the service. This allowed parents to know what to expect from the service and supported a continuity of care.

The childminder understood the importance of using the views of children and families to inform experiences and the development of the service. The childminder had used daily conversations and child and parent questionnaires to capture their thoughts and suggestions. Parents strongly agreed they were happy with the service provided.

Children's views were gathered when planning snacks and meals. Parents strongly agreed they were happy with the service provided. A parent commented, "[The childminder] asks for feedback periodically, from parents and children, and I know they would be happy to receive it at any time." The childminder told us they adapted their service to accommodate the needs of children and families. For example, flexible attendance patterns where possible. This promoted positive partnership working with families to ensure that the service was right for them and their child. To further support improvement, we discussed taking a focussed approach to the type of information gathered from parents and children. This would enable specific feedback to be gathered and used across the year to have a positive impact on children's experiences.

The childminder was able to tell us about areas for development they had planned. These included developing outdoor experiences and further training. We encouraged the childminder to record identified areas for improvement on a simple plan. This would help track improvements and evaluate their effectiveness in providing positive outcomes for children. We discussed the benefits of using the self-evaluation tool - A quality framework for daycare of children, childminding and school-aged children - to support outcomes for children.

The childminder had developed relevant policies that supported the safe running of the service. We suggested some policies be reviewed and updated to ensure they follow current guidance and are reflective of the service.

**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.

The childminder was kind, enthusiastic and responsive in their approach which enabled children to feel valued, happy and secure. The childminder joined in children's play and recognised the importance of making it fun. Families spoke positively of the care and support their children received and the trusting relationships that had been established. One parent commented the childminder was, "very supportive of their child." Another parent shared, "I don't know how we would function as a family without them."

The childminder had a good understanding of their role in relation to child protection. They could identify indicators that may suggest a child was at risk of harm and knew who to report concerns to. This contributed to keeping children safe and nurtured.

Children and their families benefited from a childminder who was committed to providing quality care. They had accessed core training in child protection and first aid. In response to children's needs, they had attended additional training on neurodiversity, schematic play and understanding and supporting children's behaviour. To identify further learning opportunities, we suggested evaluating the impact training had on the service and outcomes for children.

The childminder supported their awareness of guidance to support their practice through membership of a national childminding group, use of online forums and Care Inspectorate provider updates. We signposted the childminder to the Care Inspectorate bitesize videos and guidance documents on the Care Inspectorate Hub to further support their knowledge and understanding of current best practice.

**Complaints**

There have been no complaints upheld since the service registered. Details of 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?	5 - Very Good
2.2 Children experience high quality facilities	5 - Very 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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