

# Masson, Janette Child Minding

Ellon

**Type of inspection:**  
Unannounced

**Completed on:**  
2 July 2025

**Service provided by:**  
Janette Masson

**Service provider number:**  
SP2003900978

**Service no:**  
CS2003002321

## About the service

Janette Masson is registered to provide a care service to a maximum of six children under the age 16 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 children of the childminder's family. There were four minded children present during the inspection visit.

The childminder provides the service from their home located in Pitmedden, Aberdeenshire. One large ground floor room is set up as a playroom solely for children with child-sized nursery furniture and equipment.

## About the inspection

This was an unannounced inspection which took place on 1 July 2025 between the times of 14:20 and 17:15 and 2 July 2025 between 13:20 and 14:40. 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 complaint information, information submitted by the service and intelligence gathered since the last inspection.

In making our evaluations of the service we:

- spoke with children using the service and two of their parents/carers
- received one completed questionnaire
- spoke with staff and management
- observed practice and children's experiences
- reviewed documents.

## Key messages

- The children benefitted as they were cared for by a childminder who knew them well.
- Children were well settled and confident, able to lead their own play and follow their interests.
- The childminder's home was welcoming and comfortable for children and their families.
- The childminder had completed some self-evaluation and should now focus on using current best practice documents and guidance to support them in developing their service.
- The childminder should ensure that core training such as first aid and child protection remains up-to-date.

## 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?	5 - Very 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?

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 1.1 - Nurturing care and support

Children had been attending the service for a number of years, they were confident and well settled. The childminder knew children well and had built positive working relationships with their families. Children benefitted from kind and respectful interactions from the childminder. These supported them to express their views and opinions and encouraged them to feel confident and valued.

The childminder promoted children's dignity and privacy. This was through discussions and with reminders to wash hands or advance notice given of transitions such as time to leave the park. The childminder encouraged children to listen to and respect each other.

Snacks were supplied by parents, the childminder stored these appropriately while children were at school. At snack time the childminder served the food onto plates for the children. We suggested encouraging children to be more involved in the preparation and serving of their food and drink. As children ate their snack the childminder chatted with them, finding out about their day and discussing their plans for the afternoon. This supported children's communication and maintained relationships.

Personal plans were in place and used to record information needed to support children's safety, health and wellbeing. The childminder regularly reviewed the information with parents but records of these were not always dated. Ensuring that there is an accurate record of reviews would remove any potential to miss the six monthly review required by legislation. Children were encouraged to update their own "all about me" forms. This supported the childminder to reflect their current interests in the care and activities provided.

No children currently needed medication while in the childminder's care. Paperwork was in place to support the safe administration of medication should it be needed. This did not include what to do if the medication was refused or spat out. We asked the childminder to refer to the management of medication guidance document and ensure that their paperwork and policies reflected this guidance.

Children were kept safe as the childminder showed a very good understanding of their role in identifying, recording and reporting any concerns. The childminder confidently discussed factors which may impact on a child's wellbeing and what support they could offer at these times.

### Quality Indicator 1.3 - Play and learning

Children were happy and having fun during our visit. They were able to access resources independently supporting their choice. The childminder involved all the children in discussion about what they wanted to do that afternoon. This promoted opportunities for children to lead their play and explore their interests.

There were various opportunities for children to develop their skills in language and literacy. This included lively conversations with peers and the childminder, access to a range of books and writing or drawing resources. Children were naturally able to explore their skills in numeracy through their games, for example,

board games and construction resources. The childminder frequently referred to time and number during their interactions, further supporting children's numeracy skills.

The childminder was aware of the children's current interests through discussions with them and their parents. This was reflected in the resources and activities offered. During our visit children chose to walk to the nearby woods at Pitmedden Gardens where they played enthusiastically. They were able to discuss what resources should be taken with them and were supported in this by the childminder. Children frequently accessed nearby amenities such as parks and green spaces. This extended their experiences and supported them to feel connected to their community.

The childminder's interactions were kind and respectful while encouraging children to resolve any disagreements and share resources. Children were encouraged to consider each other's feelings and to be responsible in their use of resources and the environment. Children had been encouraged to collect 5p pieces to donate to local charities, supporting their consideration of others.

The childminder had kept observations of children's achievements and experiences when they were younger but was not currently doing this. We discussed how using the review of children's interests would be an ideal opportunity to set some goals and build in challenge to children's activities. Recording how children reached these goals would support opportunities to celebrate achievement and build self-esteem for children.

## How good is our setting?

**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 2.2 - Children experience high quality facilities

The childminder's home was comfortable and inviting for children and their families. Children mostly spent their time in the designated playroom. This area was set up for the children and they accessed a variety of resources. These included games, books, construction, sensory play, arts and crafts and reflected children's interests. There was space for children to store personal belongings and any art or craft project that was ongoing. This supported children to feel valued and confident in leading their own play.

The childminder had reviewed the room layout and resources as children's interests changed to ensure it remained an engaging and interesting space for them. Children told us how they had made changes to the room to accommodate more space for certain activities. Children's safety was promoted as resources were developmentally appropriate while reflecting their interests. To support their health and wellbeing children frequently spent time outdoors. Parents told us this was a highlight of the service along with the variety of activities offered. The large enclosed garden was used for play such as obstacle courses with frequent walks and visits to local amenities.

The garden and house were well-maintained, keeping children safe and supporting them to feel valued and respected. Risk assessments were in place to support the childminder in keeping children safe. Children were involved in ongoing risk assessments such as road safety and discussion on what to do if someone was hurt. This supported their awareness of risk and confidence in keeping themselves and others safe.

The processes in place to minimise the risk of infection supported children's health. These included regular

cleaning of areas and resources, as well as personal hygiene such as hand washing. Children were supported to be aware of why it was important through discussion.

Children's and their families privacy was protected by the safe storage of paper records in a locked file. Information held digitally was password protected.

## 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 led well

The childminder had a statement of aims which was shared with families accessing the service. This supported parents to know what to expect and what was important for the childminder to meet the needs of children. When this statement is reviewed it would be good to involve parents and children in the review. This would be an opportunity for them to be involved in developing the service and to ensure that the statement reflects the service provided.

Children and parents had regular opportunities to provide feedback on the service. This involved daily discussions with parents as well as surveys and digital communication. Children regularly gave their views on what they had enjoyed and what they wanted to do. The childminder was currently using feedback to plan activities and select resources. They should now consider how to use the feedback in the evaluation of their service.

Self-evaluation had taken place previously and had been recorded. This showed where the childminder had used guidance to evaluate their practice and where changes had been made to meet the guidance. The childminder was aware of the quality framework for daycare of children, childminding and school aged childcare and the fact this was being replaced by a new framework for the early learning and childcare sectors. They should use this document alongside other best practice guidance to support ongoing self-evaluation of the service.

The childminder had reflected on practice as demonstrated by the change in layout of the room to accommodate children's interests. We suggested using a simple action plan which stated the planned change and desired impact for children's experiences and outcomes. This would support the childminder to make longer term changes, the involvement of children and families and evaluation of the impact of change.

## 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.

### Quality Indicator 4.1 - Skills knowledge and values

The childminder recognised the importance of building attachments with children and how this enabled them to support children's wellbeing. As a result, they had a good knowledge of individual children, their preferences and interests and were able to meet their needs. Positive working relationships had also been built with children's parents. This supported the sharing of information which helped keep the childminder

up-to-date with children's experiences. The childminder used this information to support their discussions with children and to plan experiences for them.

The childminder was experienced in childcare and recognised when children needed some extra support or reassurance. They reflected on their practice and how it met the needs of children. They had attended some online training to support them in their role. For example, a webinar on the new quality framework. However, the childminder's core training, in child protection and first aid, for example, had not been kept up-to-date. This was now being rectified with training booked on upcoming courses. Going forward the childminder should ensure that core training is renewed at least every three years or as appropriate. This will ensure that the care provided to children reflects the most recent guidance.

Parents told us how much they appreciated the childminder's support and that children were having fun while in their care. The childminder's statement of aims included that they wanted children to "have fun, learn and go home happy". They understood the importance of having fun to support children's wellbeing and enable children to take their learning forward.

## 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?	5 - Very Good
1.1 Nurturing care and support	5 - Very 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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