

# Jackie's Juniors Child Minding

Duns

**Type of inspection:**  
Unannounced

**Completed on:**  
26 August 2024

**Service provided by:**  
Jackie Aitchison trading as Jackie's  
Juniors Jackie Aitchison trading as  
Jackie's Juniors

**Service provider number:**  
SP2010977152

**Service no:**  
CS2010237673

## About the service

Jackie Aitchison delivers Jackie's Juniors childminding service from their home in a residential area of Scottish Borders. The home is close to local primary schools, shops, parks, and other amenities. The areas used to provide the service are a lounge, kitchen area and a toilet. There is an enclosed garden to the rear of the property.

The service is registered to provide a care service to a maximum of six children under 16 years, of whom no more than three are not yet of an age to attend primary school, and of whom no more than one is under 12 months. These numbers are inclusive of the childminder's family.

## About the inspection

This was an unannounced inspection that took place on 26 August 2024 between 10:00 and 12:30. To prepare for this inspection we reviewed information about the service. This included registration and complaints information, information submitted by the service and intelligence gathered throughout the inspection year. This was the first inspection for the service.

To inform our evaluations we:

- spoke with and observed two children using the service
- spoke with the childminder
- we did not receive any written feedback from families
- observed practice and children's routines and experiences
- reviewed documents.

**Key messages**

- Children experienced nurturing, caring interactions that were responsive and sensitive to their individual needs.
- The childminder had created a relaxed, homely and welcoming atmosphere.
- The environment supported children to freely explore and use their own initiative.
- Children were free to follow their individual interests and had access to a range of resources.
- Children and parents were at the heart of the service and their contributions were valued.
- The childminder spoke positively about listening to children and taking the lead from them.
- Moving forward the childminder should further develop their transition procedures for children moving on from 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 made an evaluation of good for this key question, as several important strengths taken together, clearly outweighed areas for improvement. Whilst some improvements were needed, the strengths identified had significant positive impact on children and young people's experiences.

### Quality Indicator 1.1: Nurturing care and support

The childminder was warm and caring towards children. Children were comfortable, relaxed and happy in their surroundings. Children received warm cuddles, encouragement and reassurance from the childminder throughout the morning. The childminder was responsive and sensitive to individual children's needs. For example, a child who required lots of cuddles when awakening from a sleep was comforted by the childminder until they were ready to return to their play. This showed that strong trusting relationships had been developed.

Children experienced a calm, relaxed and nurturing mealtime. The childminder sat with children at their eye level, supporting them as they practiced self-feeding and making choices from their own lunch boxes. The childminder's positive body language and facial expressions encouraged children to participate and have their voice heard. Infant's babbles and sounds were valued and listened to, as the childminder waited on their cue before responding. This promoted children's language and communication, while developing trust.

New children transitioning into the setting benefitted from an individual tailored settling in plan that met their unique needs. For example, through ongoing partnership work with families, the childminder had adapted the length of the settling in period and design of the sessions, based on the individual needs of each child. As a result, children experienced smooth, calm transitions from home to the setting. Quality improvement discussions between the inspector and the childminder highlighted the importance of learning following the child within all transitions. Moving forward, the childminder should develop strong partnerships with local nurseries and schools to support the transition process for children moving on from their setting. This would contribute to children experiencing a positive transition and ensure that learning is shared with key people.

Parents do not enter the service on a regular basis at drop off and pick up time. We highlighted the importance of families being fully involved in their child's care, play and learning and being welcomed into their child's setting. The childminder was receptive to this feedback. To support this improvement, we directed the service to the Care Inspectorate document, "Me, my family and my childcare setting: A practice note for building stronger connections and meaningful relationships" (2024). This would strengthen the positive relationships and trust that had been developed.

### Quality Indicator 1.3: Play and learning

Children were free to follow their individual interests and had access to a range of resources stored at their own level. Children were busy in their play and were having fun developing their own ideas. The childminder provided a balance of both planned and spontaneous activities, such as, painting activities, making playdough and sensory experiences. Additional resources were introduced to reflect the interests of children in attendance each day. For example, the introduction of a variety of different sizes and textures of balls to support an interest in throwing. This supported children to feel valued as they saw their interests reflected in the experiences that were provided.

The childminder used a responsive planning approach and took the lead from the children. Communication diaries provided updates on children's play and learning with families. Families were also able to contribute to these with any key information or learning updates from home. This created a shared opportunity for children to celebrate achievements and revisit their learning both at home and in the setting.

Children's communication and language development was promoted through the quality interactions they experienced. The childminder attended local Book Bug sessions which were an opportunity for children to listen to stories, and sing songs and rhymes that were specifically selected to support speech and language development. The childminder used descriptive language during play experiences which actively helped build children's vocabulary and created foundations for their communication skills.

### How good is our setting?

4 - Good

We made an evaluation of good for this key question, as several important strengths taken together, clearly outweighed areas for improvement. Whilst some improvements were needed, the strengths identified had significant positive impact on children and young people's experiences.

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

Children experienced care in an environment which was welcoming, homely and relaxed. The childminder had reduced the number of resources set out for children in order to create a calmer environment. Children could influence and develop their play spaces by freely accessing the resources within the low level storage. A variety of play spaces had been developed to promote children's curiosity and creativity. For example, a small role play area, block play and a tuff tray with resources that were rotated to reflect the interests of the children. As a result, children were engaged in their play, experimented and challenged their thinking through following their own ideas.

On the whole the setting and the equipment were safe, secure and well-maintained. Quality improvement discussions between the inspector and the childminder focussed on infection, prevention and control practices being strengthened in some areas. For example, the introduction of a changing mat for young children and replacing the broken waste bin in the kitchen area. The childminder agreed to action these during the course of the inspection. Looking forward, the childminder should ensure that well-functioning arrangements for monitoring, maintenance and repair of the setting and equipment are consistently implemented. This would contribute to children's overall wellbeing, health and safety.

Children had access to a safe, enclosed garden. The outdoor area had a variety of different spaces and play opportunities. For example, a mud kitchen promoted children's curiosity and creativity. Children experienced new opportunities in a variety of different environments out with the setting across their week. For example, visiting local parks, walks and community groups. These provided new opportunities to build relationships and have new experiences.

## How good is our leadership?

4 - Good

We made an evaluation of good for this key question, as several important strengths taken together, clearly outweighed areas for improvement. Whilst some improvements were needed, the strengths identified had significant positive impact on children and young people's experiences.

### Quality Indicator 3.1: Quality assurance and improvement are led well

The childminder engaged well with the inspection process and the ongoing quality improvement discussions. They were open and responsive to our ideas and suggestions. It was clear they were passionate about their role working with children. Children and families were at the heart of the service and any improvements. This showed the ongoing commitment to continuous improvement and contributed to positive outcomes for all.

The childminder's values were evident in the warm atmosphere that had been created and the sensitive interactions observed throughout the inspection. This enabled children to feel safe, valued and influence the ongoing development of the service. For example, being able to influence the resources that were introduced, their daily routines and their play and learning experiences. This contributed to children feeling important and having their voice heard, as their ideas and interests were valued and used.

The childminder had a clear vision and was committed to supporting positive outcomes for children and families. Ongoing reflective daily practice supported them to deliver quality care and support tailored to the needs of individual children and families. For example, the childminder had regular reflective discussions with another local childminder around key areas of practice, training opportunities and peer support. Being a member of the Scottish Childminding Association had supported the childminder to stay updated on current best practice and access a variety of resources and training materials. This had supported them to continue to develop their own professional knowledge.

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

We made an evaluation of good for this key question, as several important strengths taken together, clearly outweighed areas for improvement. Whilst some improvements were needed, the strengths identified had significant positive impact on children and young people's experiences.

**Quality Indicator 4.1: Staff skills, knowledge, and values**

Children experienced warmth and kindness through positive interactions. This contributed to children feeling safe, secure and confident within the environment. The childminder responded to individual children's needs and offered ongoing praise and encouragement as children played and extended their own learning. For example, a child was fascinated with climbing and learning with their whole body. The childminder recognised this and encouraged and praised the child as they showed perseverance and determination in their learning. This ended in a celebration of smiles and praise as the child finally achieved their goal.

The childminder spoke positively about listening to children and taking the lead from them. This reflected a positive and respectful view of the child which was evident in the interactions we observed. The childminder recognised children's emotions within their play and had a clear understanding of child development. For example, the childminder shared observations and good practice in relation to supporting very young children with the difficult concept of sharing resources. The childminder recognised their role in this and the importance of children's feelings, pace of learning and how this could be gently supported. This sensitive approach, knowledge of child development and recognition of the uniqueness of each child contributed to the positive, nurturing atmosphere children experienced.

The childminder was confident in their role in relation to safeguarding and child protection. They could confidently talk through how they would address a wellbeing concern and the steps they would take. This contributed to children's overall health, wellbeing and safety.

## 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

Children's personal plans should be reviewed to include written observations and next steps in each child's health, wellbeing, learning and development.

National Care Standards for Early Education and Childcare up to the age of 16: Standard 3 - Health and wellbeing, Standard 4 - Engaging with children.

**This area for improvement was made on 21 September 2016.**

#### Action taken since then

The childminder had introduced photos and short observations within children's personal plans. They were confident and could talk about where children were within their learning and how their next steps were being supported. Daily diaries captured children's interests, play and learning and these were shared with families who were able to contribute to the diaries. This created a shared learning loop between the child's home and the setting. Individual settling in plans were created for children, these were then continually evaluated and adapted to meet the needs of individual children. This in turn contributed to children's wellbeing and overall learning and development.

**This area for improvement has been met.**

#### Previous area for improvement 2

The childminder should continue to identify and access any training opportunities to enhance her knowledge and keep up to date with best practice guidance.

National Care Standards for Early Education and Childcare up to the age of 16: Standard 14 - Well-managed service.

**This area for improvement was made on 21 September 2016.**

#### Action taken since then

As a member of the Scottish Childminding Association, the childminder had accessed a variety of online resources and training materials to support their own professional development. They had developed a close working partnership with another local childminder which had enabled ongoing reflective discussion, joint training opportunities and the sharing of good practice and resources. This had contributed to ongoing professional development and enabled the childminder to keep up to date with best practice. As a result, children were having a quality early learning and childcare experience.



This area for improvement has been met.

### Previous area for improvement 3

The complaints procedure should be updated to include the name, address and contact details of the Care Inspectorate.

National Care Standards for Early Education and Childcare up to the age of 16: Standard 14 - Well-managed service.

This area for improvement was made on 21 September 2016.

#### Action taken since then

The childminder had updated their complaints procedure to include the contact details for the Care Inspectorate. This ensure the childminder and families had clear, up to date information in relation to the complaints procedure.

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](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	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?	4 - Good
4.1 Staff skills, knowledge and values	4 - Good

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