

Williams, Jan Child Minding

Aberdeen

Type of inspection:
Unannounced

Completed on:
1 July 2025

Service provided by:
Jan Williams

Service provider number:
SP2009973215

Service no:
CS2010273419

About the service

Jan Williams provides a childminding service from their home in the suburb of Milltimber in Aberdeen.

The service is registered to provide a care service to a maximum of seven children at any one time under the age of 16. Seven children were registered with the service at the time of the inspection. At the time of inspection, children attended before and after school only.

Children are cared for in the living room and adjoining dining room of the property, with easy access to an enclosed garden. The service is near a bus route, local shops and facilities.

About the inspection

This was an unannounced inspection which took place on 1 July 25 between 12:00 and 17:45.

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 information, information submitted by the service and intelligence gathered since the last inspection. In making our evaluations of the service we:

- spent time with four children using the service
- spoke with the childminder
- observed practice and children's experiences
- reviewed documents
- received six responses to our request for feedback.

As part of this inspection, we undertook a focus area. We have gathered specific information to help us understand more about how services support children's safety, wellbeing and engagement in their play and learning. This included reviewing the following aspects:

- staff deployment
- safety of the physical environment, indoors and outdoors
- the quality of personal plans and how well children's needs are being met
- children's engagement with the experiences provided in their setting.

This information will be anonymised and analysed to help inform our future work with services.

Key messages

- Children benefitted from the childminder's friendly approach. As a result, they were comfortable and confident in the setting.
- Children had fun and led their own play.
- Children were cared for in a homely environment.
- A culture of continuous improvement resulted in positive outcomes for children.
- The childminder was experienced and understood children's needs well.

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?	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?

5 - Very Good

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

1.1: Nurturing care and support

Children were cared for by a friendly, responsive childminder. The childminder showed children affection, with one child choosing to sit on her knee. Children were happy to approach the childminder for help and attention, shared jokes and chatted about their school day and home lives. Children were comfortable and confident in the setting.

Children's individual needs were met well. The childminder was mindful of children's different ages and stages of development and adjusted their approach to suit. They acknowledged each child's individuality and respected their differences. Parents told us they were very happy with the care their children received.

Children's care was supported through the use of information shared by parents. This was recorded in personal plans, which held enough information to support children's wellbeing. Children's preferences were recorded, and although parents were asked to review information regularly, this was not always every six months, in line with guidance. The childminder agreed to do this, and implement the use of chronologies, as these were not in place to record important information about children's wellbeing. Overall, the childminder knew children well and used information to support their individual needs.

Children did not eat snack during the inspection. All children attended after school, and took snacks from home, which were usually eaten at the park after school.

Children's personal care was managed appropriately. Children used the bathroom independently. The childminder was on hand to remind them to wash their hands and assist if needed. This helped promote children's independence.

No children required medication at the time of the inspection. We observed historical records, which indicated that correct procedures had been followed to promote children's health and wellbeing.

1.3 Play and Learning

Children were able to choose how they played. On most days they visited the park after school, returning to the childminder's home later in the afternoon. On the day of inspection, they chose to make paper hand puppets, play a quiz game and play with toy dinosaurs. The childminder supported these games well, asking children questions to extend their thinking and gave suggestions when one child could not decide what to do.

The childminder shared photos of children's activities on a closed Facebook page to help keep parents informed about their children's day. Parents were very positive when asked about their children's experiences. They spoke of children having lots of opportunities to play outdoors and be creative.

Children's interests were supported well. They proudly showed us a video they had made of a rap one of them had composed about life at the childminder's.

The childminder consulted with children about what they wanted to do when planning seasonal activities such as making Mother's Day presents. These measures supported children to lead their own play and learning.

Children had opportunities for open ended play. The childminder showed us photos of children playing with cardboard boxes in the garden. They had access to natural resources, such as stones that they had collected and painted, sticks and wood. Construction resources, such as large straws provided further opportunities for children to use their imagination and be creative.

Children had daily opportunities to play outdoors. They generally chose between the school playground and the local park, where they met other childminders and their peers. Although not used during the inspection, the garden provided further opportunities for children to engage in physical play.

How good is our setting?

5 - Very Good

2.2 Children experience high quality facilities

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

Children benefitted from a homely environment. The setting was comfortably furnished, with sofas in the living room and a large table in the dining room. Children chose to spend most of their time here on the day of inspection, enjoying craft and games. The garden was fully enclosed, helping to provide a safe play space. Children had access to the bathroom on the ground floor of the property, which was clean and hygienic.

A wide range of resources were stored in boxes in an easily accessed unit in the dining room. Children were free to select what they wanted to play with and move around the setting with them if they wished to do so. The childminder regularly rotated resources to provide variety and interest for children. Children told us they were happy with activities on offer to them, with one child commenting "We can ask for whatever we want."

Children were kept safe by the childminder's practices. Safety was promoted through the use of risk assessments which detailed how any potential hazards were mitigated. The childminder was safety conscious and spoke to children about staying safe as they played. They assessed the environment daily, including the walk between the setting and the school. The childminder's pet dogs were well supervised around children to help prevent any accidents. These steps resulted in a safe, secure environment for children.

Children's wellbeing was promoted by infection, prevention and control practices. They were encouraged to wash their hands, and the setting was clean and fresh. This resulted in a pleasant environment, where children played safely.

Children's information was stored securely in folders. Online information, such as WhatsApp messaging and a closed Facebook page was password protected to promote families' right to confidentiality.

How good is our leadership?

4 - Good

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

3.1 Quality assurance and improvement are led well

Aims and objectives of the service detailed a clear ethos of respect. These were shared with parents to support them to understand what to expect from the service and were reflected in the childminder's practice.

Families had opportunities to share their views. Parents were asked to complete feedback questionnaires. We discussed ways of making this more regular to align with the childminder's evaluations of their own practice. Children were consulted frequently. This included asking them to help make a shopping list for craft materials and asking them for ideas and suggestions for activities. This supported children to be involved in planning their own play and learning. The childminder could further develop this by asking children to evaluate planned activities.

Positive experiences for children were promoted through self-evaluation. The childminder considered where practice could be improved and had a realistic plan in place to track developments. This helped ensure positive experiences and outcomes for children.

The childminder was not always familiar with current guidance to support their practice. We encouraged them to access guidance documents regularly to help support them to continue to develop policies and practices which reflect the most up to date information.

How good is our staff team?

5 - Very Good

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

4.1 Staff skills, knowledge and values

Children were cared for by an experienced childminder, who understood the value of nurturing attachments and relationships. They knew each child's personality and needs and were skilled in supporting the dynamics of the group. Children were encouraged to share, take turns, and behave respectfully. This helped foster an environment where children felt safe and welcome.

Children were given choices throughout the session. The childminder knew when to stand back and when to step in to offer support. For example, when a game was proving too difficult, they suggested playing it a slightly different way. They offered explanations when they asked children to follow the setting's rules and changed their approach to suit children's needs. The childminder's understanding of children's needs supported an inclusive environment where children could safely make mistakes and learn from these.

The childminder used their knowledge to promote high quality experiences for children. They had attended training courses including first aid, and child protection. When children have had specific support needs, the childminder had accessed training to help them understand how best to meet these. They were able to speak about how this had positively impacted their practice and their ability to provide 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.

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?	5 - Very Good
4.1 Staff skills, knowledge and values	5 - Very Good

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