

Jack, Violet Linda Child Minding

Bonnybridge

Type of inspection:
Unannounced

Completed on:
24 July 2025

Service provided by:
Violet Jack

Service provider number:
SP2006956974

Service no:
CS2006116294

About the service

Violet Linda Jack operates a childminding service from their home in Bonnybridge. The childminder is registered to provide a care service to a maximum of eight children at any one time under the age of 16, of whom a maximum of six will be under 12, 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.

The service is close to local amenities including parks, the local nursery and school. Children have access to the ground floor of the childminder's home which comprises of lounge, hall, kitchen and toilet. At the time of inspection the enclosed garden at the rear of the property was not accessed by children.

About the inspection

This was an unannounced inspection which took place on Wednesday 23 July 2025 between 09:00 and 12:15. 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:

- spoke with children in the service
- reviewed digital responses from six families
- spoke with two families in person
- spoke with the childminder
- observed practice and interactions with children
- reviewed documents.

Key messages

- Children were happy and relaxed as positive relationships supported their overall wellbeing.
- Children benefitted from experiences in the local and wider community.
- The experienced childminder had a good understanding of child development.
- Children and families were warmly welcomed by the childminder.
- The childminder should continue to develop their approach to quality assurance to support continuous improvement.
- The childminder should review snack and mealtime routines.
- The childminder should further develop play spaces appropriate to children's age and stage of development.

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?	3 - Adequate
How good is our setting?	3 - Adequate
How good is our leadership?	3 - Adequate
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?

3 - Adequate

We evaluated different parts of this key question as Good and Adequate, with an overall grade of Adequate.

We evaluated this quality indicator 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 were cared for with warmth, kindness and a nurturing approach. They experienced care which was well considered to meet their needs. The childminder understood the importance of developing positive relationships with families. This ensured clear communication and provided a consistent approach for children.

The childminder took into account personal preferences and personalities, which meant the care provided met the needs of individuals. One family told us, "Violet is very supportive with the personalised things my children need. Everything is tailored to them and if there are any changes that arise she is more than happy to chat things through." Another family said, "Dropping my child off in the morning doesn't feel like leaving them with a childminder, but with family." As a result, children were happy and relaxed as positive relationships supported their overall wellbeing.

The childminder had developed personal plans for children in a way that worked well for the service, children and families. Important information was recorded and updated regularly. This meant that the care provided met the needs of children and respected the wishes of parents.

Families provided packed lunches and some snacks for children. The childminder also provided snacks when required. Children told us they especially enjoyed the childminders toast. We discussed ways to involve children in the preparation of snacks. This would further promote children's choice and support them to develop life skills. The childminder should ensure mealtimes promote a positive social experience for children. Providing appropriate tables and chairs, and sitting with children when they eat would support this (see area for improvement 1).

At the time of inspection no children required medication. We discussed best practice guidance and highlighted, Management of medication in daycare of children and childminding services, to ensure policies, procedures and practice remain up to date.

We evaluated this quality indicator as adequate. While the strengths had a positive impact, key areas need to improve.

Quality Indicator 1.3 - Play and learning

The childminder was mostly responsive in their approach to offering play and learning opportunities. There was a mixture of planned adult led routines, such as attending groups, as well as some child led play. We discussed ways to promote children's choice and independence, and provoke their natural curiosity and creativity. For example, ensuring toys, resources and interesting prompts and materials are accessible to children to explore and select independently (see area for improvement 2).

The childminder had recently developed memory books with children and used photographs to record play and learning experiences. Older children's literacy and language skills were encouraged as they drew

pictures and answered questions linked to SHANARRI wellbeing indicators within their memory books. Younger children's learning was recorded through the childminder's observations within individual personal care plans. This ensured children's voices were recognised and visible. The childminder was beginning to record potential next steps in some children's learning.

The childminder recognised the importance of sharing information with families. Parents told us that they felt supported by the childminder and appreciated the feedback provided via messages throughout the day. One family said, "Violet will give me updates constantly of things that my child has made strides in and things we can work on so we can come up with a plan."

Children benefitted from experiences in the local and wider community. They visited play parks and enjoyed opportunities to meet with other adults and children when they attended regular group sessions. As a result, children's opportunities for play and learning were improved as they developed connections to their community.

Areas for improvement

1. To enable children to benefit from a sociable and enjoyable experience while eating, the childminder should review their policy and procedures for snack and mealtimes. This should include, but is not limited to, providing appropriate tables and chairs where children can sit together whilst eating, and sitting with children and chatting with them as they eat.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS), which state: 'I can enjoy unhurried snack and meal times in as relaxed an atmosphere as possible.' (HSCS 1.35).

2. To support children's learning and development, the childminder should ensure children have easy access to toys and resources appropriate for their age and stage of development. These should provide opportunities for children to be creative and develop their natural curiosity.

This is to ensure care and support is consistent with the Health and Social Care Standards (HSCS) which state: 'As a child, I can direct my own play and activities in the way that I choose, and freely access a wide range of experiences and resources suitable for my age and stage, which stimulate my natural curiosity, learning and creativity.' (HSCS 2.27).

How good is our setting?

3 - Adequate

We evaluated this key question as adequate. While the strengths had a positive impact, key areas need to improve.

Quality Indicator 2.2 - Children experience high quality facilities

Children experienced a homely environment that was well furnished and offered them space to play. Soft furnishings, such as cushions and throws, provided cosy areas for them to rest, relax and sleep. The childminder recognised the importance of sleep routines to support children's emotional wellbeing. We discussed developing good sleep habits for children and highlighted Safe Sleeping Guidance to the childminder.

Children and families were warmly welcomed by the childminder as they arrived at the service. Children told us that they liked going to the childminders. One child said, "She makes us laugh and takes us to good

parks." The childminder should consider how the environment is set up and ready to welcome children when they arrive. We suggested ways to display children's work or photographs to give children a sense of belonging. We also discussed ensuring the service registration certificate was displayed and clearly visible for families whilst the childminder was working.

Children enjoyed regular visits to local parks and walks in the community. This ensured they had some access to fresh air and exercise. The fully enclosed garden area at the rear of the childminder's property was secure and had all weather surfaces, such as paving and artificial grass. This would allow children to have access to outdoor physical play all year round. However, at the time of inspection children did not have access to this area. The childminder should further develop indoor and outdoor areas to take account of children's development, learning and should reflect their current interests (see area for improvement 1).

The property was well maintained and in a good state of repair. Risk assessments ensured that children's safety was promoted as potential risks had been minimised. Some infection prevention and control measures were in place. We discussed with the childminder the importance of ensuring everyone within the service washed their hands at key times. This would further reduce the risk of infection.

Areas for improvement

1. To support children's wellbeing and promote their right to choose and be independent, the childminder should further develop play spaces appropriate to children's age and stage of development. This should include, but is not limited to, access to safe, secure and enclosed outdoor areas of the childminders property.

This is to ensure care and support is consistent with the Health and Social Care Standards (HSCS) which state: "As a child, my social and physical skills, confidence, self-esteem and creativity are developed through a balance of organised and freely chosen extended play, including using open ended and natural materials." (HSCS 1.31).

This is to ensure care and support is consistent with the Health and Social Care Standards (HSCS) which state: "As a child, I play outdoors every day and regularly explore a natural environment." (HSCS 1.32).

How good is our leadership?

3 - Adequate

We evaluated this key question as adequate. While the strengths had a positive impact, key areas need to improve.

Quality Indicator 3.1 - Quality assurance and improvements are led well

The vision, values and aims of the childminding service were evident in the warm, nurturing and fun interactions we observed throughout the inspection. One family told us, "the skills she has as a childminder cannot be taught as they are values of the individual."

The childminder knew children and families very well and their views were important to the childminder. Positive relationships and regular communication supported the mostly informal ways used by the childminder to evaluate their service. For example, daily chats with families as they dropped off and collected their children, and by observing and talking to children about their thoughts and interests. These were used to influence the care provided and were considered when planning improvements within the service. We discussed the importance of the childminder documenting their improvement plan and sharing this with children and families. This would provide an opportunity for the childminder to share the progress, successes and achievements of the service.

Policies, procedures and quality assurance processes should be reviewed regularly and updated when necessary. This could support the continual development of the service and ensure current best practice documents and guidance are considered (see area for improvement 1).

The childminder had developed working relationships with the local authority and the Scottish Childminding Association. They were authorised to work in partnership with Falkirk council to provide funded childcare for some children.

Areas for improvement

1. To support the continual development of the service and further secure positive outcomes for children, quality assurance procedures should continue to be developed. This should include, but is not limited to, reviewing and updating policies as necessary, in accordance with best practice guidance.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: "I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance processes." (HSCS 4.19).

This is to ensure I have confidence in the organisation providing my care and support, and is consistent with Health and Social Care Standards (HSCS) which state: 'I experience high quality care and support based on relevant evidence, guidance and best practice.' (HSCS 4.11).

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 -Staff skills, knowledge and values

The experienced childminder demonstrated a good understanding of how children develop and learn. They had achieved a recognised early learning and childcare qualification and made good use of training opportunities. They regularly engaged with other childminders in the area to share ideas and good practice. The childminder should continue to reflect on their practice and the needs of children in their care as they consider future professional development opportunities.

Kind, nurturing and fun interactions supported children to feel relaxed and happy. For example, older children enjoyed joking and chatting with the childminder. We observed younger children being encouraged and soothed by the childminder as they cuddled in when trying to sleep. Children told us they thought the childminder was, "awesome." One child said, "Violet is the best and I have so much fun with her." This meant that secure relationships supported children's overall wellbeing.

Families told us that the childminder was, "kind, warm and friendly." One family said, "I believe she is a caring person who genuinely wants what is best for my child and all the children under her care." Another family said, "Violet is so kind, generous and sweet, she genuinely wants what is best for all the children under her care. My child adores her and loves spending time with her and the other kids, which just speaks to the safe, warm and welcoming environment Violet provides."

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?	3 - Adequate
1.1 Nurturing care and support	4 - Good
1.3 Play and learning	3 - Adequate

How good is our setting?	3 - Adequate
2.2 Children experience high quality facilities	3 - Adequate

How good is our leadership?	3 - Adequate
3.1 Quality assurance and improvement are led well	3 - Adequate

How good is our staff team?	4 - Good
4.1 Staff skills, knowledge and values	4 - Good

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