

The Nurture Neuk Child Minding

Bonnyrigg

Type of inspection:
Unannounced

Completed on:
1 August 2025

Service provided by:
Kimberley Turner

Service provider number:
SP2023000130

Service no:
CS2023000205

About the service

The Nurture Neuk childminding is registered to provide a care service to a maximum of six children at any one time under the age of 16, 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. Four children were present during the inspection two of whom were the childminder's children.

The childminding service is provided from the childminder's family home, which is a detached property in the town of Bonnyrigg Midlothian. The residential area is near shops, the local primary school, park, and other amenities. Minded children had access to downstairs facilities. This included an open plan playroom, kitchen and dining area, living room, toilets and a fully enclosed secure garden.

About the inspection

This was an unannounced inspection which took place on 1 August 2025 between the hours of 12:00 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, registration information, information submitted by the service and intelligence gathered.

In making our evaluations of the service we:

- spoke with children using the service
- reviewed six online questionnaires from families
- observed practice and daily life
- reviewed documents.

Key messages

Children benefitted from warm, kind and caring interactions, helping them to feel safe and secure.

Sensitive and skilled interactions were used to extend children's play and learning.

Children benefitted from access to a wide range of outdoor play experiences within the local community enhancing their overall wellbeing.

The childminder respected the views of children and families and used their views to improve the service.

The childminder was experienced, knowledgeable and committed to training and professional 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?	5 - Very Good
How good is our setting?	4 - Good
How good is our leadership?	5 - Very 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 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 benefitted from warm and nurturing care that supported their wellbeing. They experienced kind and caring interactions, with the childminder offering cuddles and reassurance in response to children's needs. These consistent, loving responses helped to build emotional connections and trusting relationships. As a result, children were happy, relaxed and settled within the childminder's home environment. All families who responded to our questionnaire strongly agreed they had a good relationship with the childminder. One family commented, "[The childminder] is incredibly caring, compassionate and approachable." Another family told us, "From the moment we met [The childminder], we felt at ease knowing our little one would be in safe and loving hands."

Effective personal planning and positive care supported children's health and wellbeing. The childminder knew the children well and personal plans were in place for each child. They included the information needed to meet children's health and wellbeing needs. Plans were shared with families and reviewed regularly. All families strongly agreed they were fully involved in their child's care, including developing and reviewing their personal plan. One family commented, "I take home my child's personal plan and development book at regular intervals throughout the year and review this and the activities they have been doing." Consequently, children experienced consistent, child-centred care, that was right for them.

Ongoing communication between the childminder and families supported continuity of care. Children's daily routines were shared via digital platforms and at drop-off and pick-up times. One family commented, "[The childminder] is available for a handover at the time of drop off and equally understands if my time does not allow for it and just a quick handover is given". Another family told us, "Most discussions take place at the front door during drop off and pick up which is understandable as other children are also being looked after". While home visits were offered during settling-in, encouraging families to regularly enter the childminding home could enhance transitions, strengthen relationships and give children meaningful opportunities to share their experiences. We signposted the childminder to 'Me, my family and my childcare setting' on the care inspectorate hub.

Mealtimes were calm, organised and a positive experience for children. They enjoyed nutritious meals that met their allergies, preferences and dietary needs. Children were familiar with the routines and able to eat at their own pace. The childminder sat with children, encouraging positive eating habits and interactions and provided individual support when needed. This meant children were included and mealtimes supported opportunities to develop language and key social skills. Children had opportunities to practice and develop their independence skills. Their involvement in meal preparation was documented through photos and observations, for instance making pizza's and chopping fruit and vegetables. This approach promoted independence and fostered a sense of responsibility.

Children's health and wellbeing was promoted through the childminder's effective practices. The childminder demonstrated they had effective systems in place to store, record and administer any medication required. This ensured children's overall health and wellbeing needs were met.

The childminder was confident in safeguarding children. They talked through the process should they have concerns over children in their care. The childminder's child protection policy detailed steps they would follow should a concern arise. This was shared with families during their registration. This meant there was a shared understanding of the Childminder's responsibility to safeguard children.

Quality Indicator 1.3: Play and learning

Children were having fun as they played at the childminder's home. They chatted with one another while building castles and towers, role-playing in the small kitchen, looking at books and drawing at the table. The childminder actively participated in their play, using skilled interactions to support sharing, challenge thinking and motivate learning. For example, when a child asked for help writing a word, the childminder sounded out the letters, prompting the child to proudly say, "I did it!". This child centred approach fostered key language and early literacy skills, driven by the children's interests. Consequently, responsive interactions fostered children's confidence, independence and helped extend their learning.

Children were confident and happy to lead their own play and learning. The childminder demonstrated awareness of each child's developmental stage. Several attuned interactions were observed, reflecting a responsive and child-centred approach. For example, when a child drew a picture for their parent, the childminder supported them in using digital technology to share it, inviting the child to decide what message to include. This meaningful exchange promoted the use of digital technology, independence and strengthened home to setting connections. One family commented, "My child has a day of fun and meaningful activities are available for them that reflect their age and interests."

Planning was child-centred and responsive to children's needs and interests, offering a balanced mix of meaningful planned and spontaneous experiences each day. One family commented, "My child was really interested in the moon, [The childminder] made a point of creating a space theme where the children could explore the stars and planets etc". Similarly, children had expressed an interest in 'under the sea', they were supported to extend their learning by choosing related books from the library and engaging in creative activities. Children proudly talked about the things they had made that were displayed around the playroom. This approach encouraged curiosity, deepened engagement and supported children's learning through play. One family commented, "[The childminder] is very creative and makes learning fun whether that be crafts, games, going for a walk or going to the library."

The childminder had effective systems in place to monitor children's progress and development. Children's ideas, interests, experiences and achievements were captured in a 'big book', through digital technology and in individual learning books. Families expressed that they were very happy with the experiences their children received. One family commented, "[The childminder] goes above and beyond to make every day engaging and joyful, whether it's through play or simply offering comfort and cuddles when needed". As a result, children's play and learning was well-supported, personalised and celebrated, contributing to their overall development and wellbeing.

Children's play and learning was enhanced through strong connections within their local community. Children benefitted from daily opportunities for physical activity and fresh air, frequently walking to the park, library and the local community garden. One child told us, "The community garden is my favourite. We have a picnic and get to climb, play on the monkey bars there is birds and a lake too". Families were positive about the outdoor range of outdoor experiences. Their comments included, "[The childminder] goes to groups with other childminders and children in their care, the community garden and day trips."

Another said, "They are not afraid to take them a muddy walk and I love that my child gets the opportunity to play outside or go find flowers or bugs". As a result, children experienced a sense of wonder, curiosity, confidence and connection with nature, this contributed to their overall health and wellbeing.

How good is our setting?

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 2.2: Children experience high quality facilities

The childminder's home was clean, well-maintained and comfortably furnished, creating a welcoming environment for children. One family commented, "It feels very much like a home away from home, their home is always clean and tidy." The space was well-ventilated, with room temperatures supporting children's comfort.

During our visit, children used the playroom which supported creative and active play. The childminder reported that children occasionally accessed the living room as well as the open-plan kitchen and dining areas. One family commented, "When my child has been tired or feeling under the weather and wanted some relaxation time on the couch [The childminder] has been very accommodating and encouraging them to rest when they need it." While family feedback was positive consideration could be given to areas in the playroom for children to rest and relax. For example, adding some cushions and a rug to the reading area. This would contribute to children having access to quiet calm spaces throughout the day.

Children benefitted from a large, enclosed garden. However, this was not available for children during our visit as they had just returned from the park. We looked at photos of children playing in the garden and this evidenced purposeful use, including mud play, planting, creativity and physical play such as, stepping stones. These experiences supported, social, physical and sensory development. As a result, the garden served as an extension of the learning environment, promoting holistic development and fostering a connection between children and nature.

Resources were appropriate to the children's stage of development. They were well-organised and stored in accessible boxes and shelving units, promoting children's independence and enabling them to make informed choices during play. For example, construction resources, books, interactive toys, train track, cars and trucks and a wooden kitchen with play food and utensils. These encouraged role play, social interaction supported children to learn through play. The childminder could consider introducing more open-ended natural resources to provoke interest and curiosity.

Children's individual sleep routines were supported by the childminder in agreement with families. This reflected a responsive and inclusive approach to care. However, we discussed the practice of allowing children to sleep in a buggy is not considered best practice and may be viewed as a form of restraint. We acknowledged the childminder's commitments to meet families' requests and efforts to ensure children's safety during nap times. However, it was important for the childminder to use appropriate sleeping equipment and bedding. We sign posted the childminder to Scottish Government 'Safer sleep for babies', a guide for professionals. We were assured by the childminder they would encourage the use of their travel cot when discussing sleep routines with families.

Effective measures such as, well-maintained boundary fencing, gates, a register for children's attendance and sign-in and out-of-service visitor forms ensured children's safety.

Additionally, a range of risk assessments and daily check lists for their home, garden and outings identified hazards. The childminder reviewed these regularly to ensure they remained up to date. This contributed to keeping children safe.

Effective infection prevention and control practices were observed. Nappy changing was undertaken on a clean surface in a space which was private supporting children's right of privacy and dignity. Hand washing was integrated into children's daily routines, with children responding positively to encouragement. Tables and food preparation surfaces were clean and uncluttered. Children who were toilet trained used the downstairs toilet and were confident in their routine. These practices contributed to minimising the spread of infection.

How good is our leadership?

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 3.1: Quality assurance and improvement are led well

The childminder had a clear vision for the service which positively informed their practice. A thoughtfully designed welcome pack which included the aims and objectives was shared with families when registering. This allowed parents to know what to expect from the service. Families told us the most positive aspects of their child's experiences in the childminding service were, "My child feeling safe, secure and nurtured and I genuinely believe my child is cared for like I would care for them. In a loving home setting and that makes me feel like they are safe and secure when I'm not with them."

The childminder had established positive relationships with families and valued their contribution to developing the service. This included regular communication such as, daily conversations and questionnaires about children's experiences. One family commented, "[The childminder] often sends out questionnaires to gather feedback on their childminding service and aims to continually improve." Another family told us, "[The childminder] discusses any ideas or improvements they are going to make, always asks opinions or if there is anything else they could do." This provided families with valuable opportunities to have their views listened to and acted upon, to improve the service.

The childminder regularly reflected on their practice to ensure high-quality care, play and learning. Recent improvements, such as introducing a digital application to replace written diaries, were informed by self-evaluation and family feedback. This demonstrated a strong commitment to continuous improvement and responsiveness to the needs of children and families. All families who responded to our questionnaire either agreed or strongly agreed they were happy with the care and support their child receives. Almost all families told us there was not anything the childminder could improve on. One family commented, "I can't think of anything that could be better, it's all great." Another family told us, "It would be good to have a rough weekly plan or activities in advance, this could help us talk to our child about what to expect."

Effective improvement planning and quality assurance demonstrated a positive and genuine passion to improve outcomes for children. A well-documented development plan outlined specific areas for improvement, including the childminder's own learning and development. The childminder was part of the Scottish Childminding Association (SCMA) and assurance resources, this supported effective auditing and monitoring of the overall service.

We could see where quality assurance had a positive impact for children, for example, regular reviews of risk assessments supported the childminder to be responsive to children's safety and welfare. Policies and procedures were in place and supported the childminder's practice and the running of the service.

How good is our staff team?

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 4.1: Staff skills, knowledge and values

The childminder had developed positive and trusting relationships with children and families. They recognised the importance of warm responsive attachments and interactions. Children experienced a loving approach whilst in the care of the childminder. A family told us, "[The Childminder's] gentle, encouraging approach has helped our child grow in confidence and happiness." Another family told us, "My children have formed a lovely bond with the childminder, and they often talk about them at home." We could see the childminder knew the children and their families very well and was supportive to their needs and interests, enabling children to feel respected, valued, safe and secure.

The childminder demonstrated a professional, child-centred approach. This was underpinned by a strong understanding of child development and a commitment to ongoing learning. The wellbeing indicators and children's rights were meaningfully embedded in practice, reflecting the childminder's values and directly contributing to positive outcomes for children. As a result, children experienced high quality care and support based on relevant evidence, guidance and best practice. One family commented, "[The childminder] has helped out a lot with potty training, walking, self-feeding etc, we are truly grateful to have them as our childminder." Another family told us, "Our child always looks forward to going it's one of the highlights of their day! We've noticed how much more confident and independent our child has become since starting." Family comments reflected the positive impact on children's confidence, independence and overall wellbeing.

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?	4 - Good
2.2 Children experience high quality facilities	4 - Good

How good is our leadership?	5 - Very Good
3.1 Quality assurance and improvement are led well	5 - Very Good

How good is our staff team?	5 - Very Good
4.1 Staff skills, knowledge and values	5 - Very Good

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