

Clews, Jennifer Child Minding

Airdrie

Type of inspection:
Unannounced

Completed on:
9 June 2025

Service provided by:
Jennifer Clews

Service provider number:
SP2008969181

Service no:
CS2008172496

About the service

Jennifer Clews operates a childminding service from their family home in Greengairs, Airdrie. They are registered to provide care to a maximum of six children at any one time under the age of 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 the childminders family. At the time of inspection, one child was in attendance.

Children access a bright and well resourced play space across the ground floor of the property, an enclosed garden and a larger outdoor field directly outside the garden. Toilet facilities are on the first floor of the property. The service is close to local schools and nurseries, green spaces, local amenities and can be reached by public transport links.

About the inspection

This was an unannounced inspection which took place on 09 June 2025 between 09:40 and 12:00. One inspector carried out the inspection, a second inspector was present to support as part of our quality assurance process. 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.

In making our evaluations of the service we:

- spoke with 1 child
- gained the views of 6 parents using our questionnaire
- spoke with childminder
- observed practice and children's experiences
- reviewed documents.

Key messages

- Children benefitted from kind and nurturing approaches that supported their wellbeing and sense of security.
- Play experiences were tailored to meet children's stages of development and preferences.
- Children and families benefitted from the childminders commitment to their role in delivering a high quality service tailored to meet their individual needs.
- Monitoring of medication procedures should be improved to ensure the appropriate medication is available when required.
- Children experienced a breadth of play and learning opportunities in the wider community that promoted their wellbeing and connection with nature.
- Infection, prevention and control measures needed to be reviewed in line with current guidance.
- The childminder demonstrated a commitment to professional learning and development that supported positive outcomes for children.

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?	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?

4 - Good

We evaluated this key question as good, and very good, with an overall grade of good. Several strengths impacted positively on outcomes for children and clearly outweighed the areas for improvement.

Quality indicator 1.1: Nurturing care and support

We evaluated this quality indicator as good where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

The childminder's warm, kind and caring interactions with children, along with her knowledge of their individual needs, fostered positive attachments. This nurturing approach reassured the children and supported their emotional well-being.

Working with families, the childminder ensured children's routines and preferences were respected. This approach to providing a high-quality service successfully met the needs of children and families, which in turn promoted positive partnerships. As a result, families strongly agreed that they had a good relationship with the childminder.

Children's health and well-being were actively promoted through the meal time routine. Independence was promoted as children were able to feed themselves and freely access drinking water. The childminder was responsive to children's needs, providing food at the child's pace and offering suitable alternatives in line with best practice. Children were safely supported during mealtimes as the childminder demonstrated a sound knowledge of choking guidance. Most families agreed that there was always a range of healthy food choices, and commented on the support children with dietary needs received whilst in the childminders care. As a result, mealtimes were relaxed, unhurried and sociable.

The childminder had a good understanding of safer sleep guidance which linked to the service policy. Appropriate resources were available if children needed to sleep to support their routine. This supported children's emotional wellbeing.

Personal plans were in place and detailed important information regarding children's healthcare needs, routines, likes and wishes. Plans had been carefully considered and recorded what mattered to the child. These identified how the service would support children's individual needs at a pace that was right for them. Regular reviews took place with families in line with guidance. Families told us they were fully involved in reviewing information. As a result, children were supported to grow and develop.

Medication and monitoring processes could be improved to ensure children's healthcare needs are fully met. We directed the childminder to review Care Inspectorate guidance: 'Management of medication in daycare of children and childminding services'. This will ensure medication is managed effectively and medication is available when required (see area for improvement 1).

Quality indicator 1.3: Play and learning

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children, therefore we evaluated this quality indicator as very good.

The childminder knew what each child liked and play opportunities were provided in line with children's interests and developmental stages. For example cars and building blocks. The childminder used

observations of the children and discussions regarding current and emerging interests to provide opportunities to sensitively support and extend the children's play and learning. For example we observed a child exploring magnetic blocks, the childminder offered suggestions as well as using effective questions to encourage curiosity and inquiry. This led to children feeling valued and respected within the service.

The childminder encouraged children to share their achievements and showcase what they had been doing, which they did with pride. Children were able to make independent choices from a wide selection of resources to support their interests and stages of play. This promoted a sense of autonomy and control over their play environment. As a result, children thrived through the breadth of experiences offered. We discussed how the childminder could increase children's voice when selecting resources, further developing a sense of autonomy and control over their play environment.

The childminder ensured children had daily opportunities to learn outdoors and in their wider community. Children and parents told us about the opportunities they had such as soft play, going to the park, pool party, allotment and playing in the sand pit. They also enjoyed walking and learning to care for the family dog. As a result, children developed an appreciation for nature and their sense of belonging within their community.

The childminders approach to children's experiences was a blend of careful planning and letting things happen naturally. The childminder observed children and listened to their ideas and wishes. They used this to plan and extend learning. This meant children took part in activities that they enjoyed and were meaningful to them.

Families were kept informed of the activities their children had taken part in during their time in the service. The childminder used WhatsApp to communicate with families individually as well as having groups set up on the platform to ensure communication from the service was consistent. As a result, families felt included in their child's experience.

Areas for improvement

1. To support children's health and wellbeing, the childminder should improve their medication monitoring processes in line with Care Inspectorate guidance: 'Management of medication in daycare of children and childminding services (December 2024)'.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which states that: 'My care and support is provided in a planned and safe way, including if there is an emergency or unexpected event.' (HSCS 4.14).

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.

Children experienced a setting that was well furnished, maintained and benefited from natural light and ventilation. This created a high-quality, safe and stimulating environment. Families strongly agreed that

their children were secure and cared for, reinforcing the idea that children truly mattered. This meant children had engaging places to play.

Detailed policies and procedures were in place that supported the childminder to deliver a quality service that met the needs of children and families. Policies were mostly reflective of current guidance and best practice. The childminder reviewed these regularly and shared them with families. As a result children were fully aware of the service being offered.

Children's safety and wellbeing was prioritised. The childminder had detailed risk assessments in place for areas in the setting, the experiences offered to children and learning in the wider community. One parent told us: "[The childminders] home is very safe and welcoming along with [their] garden and allotment". This meant children were safe as they played and explored.

The childminder had some understanding of infection, prevention and control measures. Hand washing procedures could be improved to include key times of day such as before eating and after supporting with personal care. We encouraged the childminder to consider the use of personal protective equipment (PPE) to carry out care routines to promote children's dignity, to reduce risks and to promote children's health and wellbeing (see area for improvement 1).

Children and families information was securely stored. The childminder was registered with the Information Commissioner's Office (ICO) and understood their role in keeping information secure.

Areas for improvement

1. To support children's wellbeing, the childminder should review infection prevention and control measures in line with Public Health Scotland document: Health protection in children and young people settings, including education (March 24).

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which states that: 'I experience high quality care and support based on relevant evidence, guidance and best practice' (HSCS 4.11).

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

Children and families experienced a warm, welcoming and inclusive atmosphere. The childminder was passionate about their vision: providing a high-quality service where children could play and have fun. The childminder ensured they provided a safe, friendly, stimulating and homely space where every child felt secure and nurtured.

Children and families' views were gathered in a variety of informal ways, such as daily discussions to support self-evaluation and continuous improvement. We suggested that the childminder developed additional ways of gathering children and families views. This could include using questionnaires or question of the month. Families told us "[Childminder] is open to feedback and always puts the needs of the children first". This meant children and families were meaningfully involved in developing the service.

The childminder made good use of the Care Inspectorate guidance 'A quality framework for daycare of children, childminding and school aged childcare', to evaluate the service. They worked in partnership with the local authority to provide funded places for children. As part of this they engaged in regular evaluation, identifying strengths and areas they would like to further develop. This meant children and families benefited from a service that reflected continuously to make sure children prospered and grew through high quality experiences.

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.

Children experienced warm, kind and compassionate care from the childminder who truly invested in children's development and happiness. They were attuned to children's likes and wishes and knew what was important to them. Strong attachments had been formed, this was evident in the comfort and reassurance children received.

Children and families benefitted from the childminders supportive approach. Their enthusiasm and dedication to the role had a positive impact on children's experiences. Their enjoyment and commitment in working with children made a significant impact on children being able to thrive and flourish. Families had trust in the care and support children received. Comments included "[Childminder] does many things for all of the children that go above and beyond. [They are] so kind and generous" and, "Our child gets to do so many enrichment activities and has so much fun. [They] get to do all the things we wish we could provide, but can't due to work. [They are] constantly learning and has built so many great social skills that will set [them] up for school". This meant families had trust and confidence in the childminder to deliver a high quality service to meet their child's needs. As a result, children made progress at a pace that was right for them.

Membership with the Scottish Childminding Association and registration with the Care Inspectorate for provider updates supported the childminder to keep up to date with developments in the sector. This ensured their practice was current and in line with present legislation, best practice guidance and frameworks.

The childminder had close links to other local childminders which supported a community for sharing ideas, good practice suggestions and to discuss documents relevant to their services. This supported the childminder to continue the development of their knowledge, skills and ensure positive outcomes for children in their care.

The childminder was committed to professional development and learning to further support their role. Recent training included first aid, child protection and food hygiene. They were able to reflect on learning, put this into practice and talk about the impact this had on children's experiences. This meant children received care from a childminder who was dedicated to their role.

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?	4 - Good
1.1 Nurturing care and support	4 - 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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