

Maa's Minding Child Minding

Aberdeen

Type of inspection:
Unannounced

Completed on:
19 August 2025

Service provided by:

Service provider number:
SP2023000134

Service no:
CS2023000210

About the service

Maa's Minding provides a childminding service from their home in the west end of Aberdeen.

The childminder is registered to provide a care service for a maximum of 6 children at any one time up to 16 years of age; of whom no more than 3 are not yet attending primary school and of whom no more than 1 is under 12 months.

Numbers include the children of the childminder's family/household. Minded children cannot be cared for by persons other than those named on the certificate and overnight care will not be provided.

Two children were registered with the service at the time of the inspection.

The service is close to local primary schools, shops, parks and other amenities. Children access the ground level of the childminder's home for play, rest and meals. An enclosed garden provides outdoor space for children to play.

About the inspection

This was an unannounced inspection which took place on 19 August 2025 between 08:45 and 12:30. 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 since registration. This was the first inspection of the service.

In making our evaluations of the service we:

- spent time with one child using the service
- spoke with one parent/carer
- received two responses to our request for feedback from parents
- spoke with the childminder
- observed practice and children's experiences
- reviewed documents.

Key messages

- Children experienced warm and nurturing interactions.
- Children's overall wellbeing was supported through the childminder's knowledge and understanding of the children.
- Children experienced a variety of planned and spontaneous play opportunities which supported them to achieve and develop skills.
- Children benefited from being cared for in a clean and comfortable environment.
- The childminder had begun to reflect and evaluate their practice to promote the ongoing improvements of the service.
- The childminder was committed to ongoing professional development which led to improved 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?	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?

4 - Good

We evaluated different parts of this key question as good and very good, with an overall grade of 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 supported with kind and nurturing interactions from the childminder. The child present had built positive relationships with the childminder and their family. Comfort and cuddles were given when needed, which helped children feel safe and loved.

Parents told us they had a strong connection with the childminder and described them as "reliable and trustworthy". One parent commented, "My child has made great progress with the additional support provided by [the childminder]". Another shared, "Communication is second to none and [the childminder] sends us an update every day." This supported communication and positive relationships.

Children's overall wellbeing was supported through the childminder's knowledge and understanding of the children. During discussions, the childminder spoke confidently about individual children's needs and strategies they used to support them. For example, when supporting children's language development. Personal plans were in place which detailed children's likes, dislikes, needs and wishes. These were completed with parents and supported the childminder to provide individualised care. Although plans had been updated to reflect children's changing needs, they had not been reviewed, signed and dated with parents every six months. We asked that the childminder documents review dates and discussions as part of children's plans in line with guidance.

Children experienced mealtimes that were relaxed and unhurried. Parents provided packed lunches which were placed onto plates which made mealtimes more homely. The childminder supervised children throughout the mealtime time experience, helping to support their social skills and safe eating. The childminder was aware of children's food preferences and encouraged them to try new foods. Photographs of learning experiences evidenced children were encouraged to develop their life skills by purchasing foods and baking experiences. This supported children's understanding of healthy foods. Children were encouraged to drink water regularly, ensuring they were kept hydrated and well.

Effective medication systems helped keep children safe. Whilst no children currently needed medication administered, paperwork was in place should it be required. The childminder's understanding and practice was supported by their policy and promoted parents' awareness of their process.

Quality indicator 1.3: Play and learning

The childminder was responsive in their approach to planning children's play and learning. A balance of spontaneous and planned experiences took account of children's interests and development needs. We saw photographs of recent experiences which included baking, making a kite and a trip to the science centre. The childminder was knowledgeable of children's interests and provided resources and planned activities to support these. For example, some activities were planned to support development of children's early literacy and gross motor skills. This meant that children were involved in play that was meaningful.

Children's learning was supported by the childminder's knowledge of child development and their responsive, natural interactions. They took time to listen to children, pick up on their non-verbal cues and respected their choices. This supported children's communication skills and sense of being valued.

The childminder recorded regular observations evidencing a range of experiences. Observations were used to plan for progression, identifying next steps for children. The childminder worked closely with parents who told us they were happy with the experiences provided. One parent commented, "[The childminder] provides very tailored experiences." As a result, children were able to progress and achieve

Language, literacy and numeracy development were promoted during play. Children were able to access a variety of books, games and mark making materials. The childminder modelled good listening and talking skills by getting down to the children's level. They extended children's play interests with an effective use of questioning. This meant children were progressing well.

Children's experiences were enriched through regular opportunities to play and learn in the community. This included going to local parks, library, shops and soft play centre. Parents and carers talked positively about this aspect of the service. One parent commented, "[The childminder] always plans fun activities for [my child] to help them develop. For example, going into town, going on the bus, going to the park." These experiences supported children to develop their social skills and build meaningful connections with their community.

How good is our setting?

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.

Children were cared for in an environment which was clean, well-furnished and homely. A child-sized table and chairs were well-used to draw and play games and at mealtimes. Furniture in the lounge had been arranged so that children had ample floor space to play and move freely.

Toys and games were easily accessible supporting children to make choices about their play and learning. There was a variety of toys available to the children which reflected their interests. These included construction kits, play kitchen, books, games, arts and crafts and some real-life, open ended materials. Resources were clean, in very good condition and appropriate for children's age and stage of development. We suggested the childminder continue to develop real life and natural resources to further promote children's interest and curiosity. We signposted them to My Creative Journey, Loose Parts Play toolkit and My World Outdoors on the Care Inspectorate's Hub. These guidance documents provide interesting and inexpensive ideas to promote children's curiosity and creativity.

Children were kept safe and well in a clean and tidy environment. Handwashing was embedded in practice and children were encouraged to wash their hands at key times, such as before eating and after going to the toilet. They were provided with paper towels to help prevent illness through cross-contamination.

Children's health and wellbeing was supported through regular access to the outdoors. A secure garden provided opportunities for outdoor play. A parent commented, "[The childminder] has a lovely outdoor space for [my child] to play." Toys included large blocks and sensory play including water and sand. The garden area was easily accessible to children from the indoor living area. As a result, children had opportunities to access fresh air, be energetic and develop their physical skills.

Children were able to play in a safe and secure environment. Risk assessments had been undertaken by the childminder to help identify possible hazards and reduce accidents. This meant children's experiences were not compromised and they were supported to enjoy fun and interesting play experiences.

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.

The service aims and objectives were shared with families in a welcome pack when registering with the service. This allowed parents to know what to expect from the service and supported a continuity of care.

Communication with families was a strength of the service. This supported the childminder to provide a service that met the needs and interests of children in their care. The childminder regularly shared photographs and details of children's experiences using WhatsApp messages. This approach helped families to feel included in their child's day. One parent commented, "We are always able to chat and hear how they are getting on and I feel reassured that my child is happy and making progress."

The childminder understood the importance of using the views of children and families to inform experiences and the development of the service. They used questionnaires to formally ask families for their views. Although the responses were positive, we discussed how the childminder may use suggestions in the future to inform developments within the service. Parents told us they were involved in a meaningful way to develop the service. One parent commented they were, "Able to request help or guide activities" and "[the childminder] takes on board any requests."

The childminder had started to evaluate the service using the Care Inspectorate document, A quality framework for daycare of children, childminding and school aged children, to identify strengths and areas for improvement. The childminder was able to tell us about areas for development they had planned. These included developing policies and procedures and further training. We advised that they continue to develop the self-evaluation of the service, considering the impact of improvements and developments. This would support the childminder to continuously improve children's experiences and outcomes.

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.

The childminder recognised the importance of nurture and building strong attachments with children and their families. The childminder provided nurturing and fun interactions, praise and help when needed. This resulted in children feeling valued and secure in the setting. Families spoke positively of the care and support their children received and the trusting relationships that had been established. One parent commented the childminder was, "Lovely - very open and kind, and this shows in how they interact with both our child and us." Another parent commented, "[The childminder] provides a safe, loving and positive environment for our child."

Children benefited from care which was responsive to their individual needs. This meant the childminder had identified where children may need extra support or encouragement and planned to provide this in ways that suited the child. The childminder understood individual children's cues and body language, enabling them to meet their needs. This resulted in children receiving care that was right for them.

Children and their families benefited from a childminder who was committed to providing quality care. They had accessed core training including child protection and food hygiene. In response to children's needs, they had attended additional training. This included neurodiversity and schematic play which had positively impacted on children's experiences.

The childminder was a member of a national childminding organisation and used their membership to access relevant guidance and materials to support delivery of their service. The childminder was aware of the Care Inspectorate Hub and accessed resources and best practice documents regularly. This contributed to positive outcomes for children.

Children were protected from harm by the childminder's knowledge and understanding of their role in identifying, recording and referring any concerns. There was a child protection policy in place which supported the childminder to carry out 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?	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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