

# Amy Jackson Childminding Child Minding

Kilmarnock

**Type of inspection:**  
Unannounced

**Completed on:**  
12 August 2025

**Service provided by:**  
Amy Jackson

**Service provider number:**  
SP2023000070

**Service no:**  
CS2023000097

## About the service

Amy Jackson Childminding service is run from the family home within the Kilmarnock area of Eats Ayrshire. The service is close to local shops and parks. Children have access to the ground floor of the childminder's home and a secure garden area.

Current registration allows the childminder 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 six will be under 12, 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.

At the time of inspection, six children were registered with the service. During the inspection visit three children aged under three years were in attendance.

## About the inspection

This was an unannounced inspection which took place on 11 August 2025 between 09:30 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 registration and complaints information, information submitted by the service and intelligence gathered throughout the inspection year.

In making our evaluations of the service we:

- Spoke with the childminder
- Observed practice and daily life.
- Reviewed documents.
- Received feedback from two parents/carers.

## Key messages

- The childminder provided a warm, nurturing and responsive service that supported children to feel safe, valued and emotionally secure.
- Personal plans were used effectively to tailor care, and communication with families was a clear strength.
- Experiences for children were enjoyable and relevant to their interests.
- Children benefitted from a bright, welcoming space with direct access to a secure outdoor area, promoting physical activity and exploration.
- The childminder demonstrated a clear commitment to continuous improvement, which positively impacted outcomes for children and families.
- Professional learning and peer collaboration strengthened the childminder's knowledge and supported reflective practice.

## 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?	4 - Good
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?

4 - Good

We evaluated different parts of this key question as very good and 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

The childminder demonstrated a warm, nurturing and responsive approach to care, which directly contributed to positive outcomes for children. Through sensitive and attentive interactions, children developed a strong sense of emotional security, feeling valued, respected and loved. These positive attachments supported children to settle confidently and engage meaningfully in the childminding environment. One parent told us: "Amy provides care from a loving family setting. This paints another strong family value for my daughter to be influenced by".

Children's non verbal cues and requests were consistently recognised and responded to. This responsive practice promoted emotional resilience and trust, and helped children feel safe and understood, particularly during transitions and settling-in periods.

Personal plans had been developed for each child in consultation with parents. These plans included individualised targets that enabled the childminder to tailor care and learning experiences to meet each child's individual needs. The plans reflected children's routines, preferences and developmental progress, supporting a child-centred approach that promoted continuity of care. One parent commented: "Amy has always kept us informed and up to date with my child's care plan. Amy has endless enthusiasm and drive to deliver an outstanding level of care and education".

Children were observed enjoying snack time in a relaxed, social setting that encouraged independence and choice. A variety of healthy options, including fruit and yoghurt, were offered, and children's preferences were respected through discussions about the colours and types of utensils they would like to use. This supported children's decision-making skills and contributed to their physical wellbeing. We asked the childminder to consider their hand washing procedures and the use of hand gels, as these are not in line with current best practice guidance.

Medication procedures were in place to safeguard children's health and wellbeing. Forms had been completed appropriately, and the childminder was advised to ensure signs and symptoms were recorded with greater accuracy to further strengthen safe administration practices and support effective monitoring.

Communication with families was a key strength. The childminder used platforms such as WhatsApp to maintain regular contact, share updates and ensure parents were actively involved in their child's care. This collaborative approach supported continuity between home and the service, and ensured that care decisions were informed, inclusive and responsive to children's changing needs.

### Quality Indicator 1.3 - Play and learning

The childminder had taken a responsive approach to planning children's play and learning experiences. Observations and informal discussions with children were used to inform activity choices, which reflected their interests and developmental stages.

This supported children to engage in play that was enjoyable and relevant to their interest. To further strengthen practice, the childminder could consider developing more structured planning and evaluation processes. This will ensure children's learning is consistently extended and progress is clearly tracked.

Children had regular access to a broad selection of resources and activities that supported their style of learning. These were well-organised and accessible, allowing children to make independent choices and lead aspects of their own learning. This promoted engagement. While the childminder responded well to children's interests, there was scope to further develop planning to ensure experiences consistently built on children's learning over time.

Children's language, literacy and numeracy skills were supported through daily routines and play-based experiences. Singing, storytelling and access to books were part of everyday practice. Some children attended a local Gaelic playgroup with the childminder. Wall displays and books promoted this additional language and provided visual prompts that reinforced key words and phrases. These experiences helped children to develop early communication and literacy skills in a relaxed and familiar environment.

Children benefitted from regular opportunities to explore their local community. Visits to nearby play parks and attendance at group sessions enabled children to interact with peers and adults beyond the childminding setting. These experiences supported children's social development, confidence and physical 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, bright and well-ventilated. Displays of photographs and children's work supported children to feel valued and promoted the message that they mattered.

The outdoor area at the rear of the property was fully enclosed and children had direct access from the main indoor area. The garden area provided a safe and secure space for children to play and explore..

Risk assessments were in place and had helped minimise potential hazards. This supported children's safety and allowed them to explore their environment with confidence. We discussed the benefit of developing more detailed risk assessments for outings to further strengthen safe practice.

The childminder understood the importance of keeping children's personal information secure. Appropriate permissions had been gathered for photographs and other aspects of care. This supported safe and respectful practice and protected children's rights.

Infection prevention and control measures were in place and followed best current guidance. This included regular cleaning. These measures helped reduce the risk of illness and supported a healthy environment for children.

### How good is our leadership?

**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 3.1 - Quality assurance and improvement are led well

The childminder had built strong relationships with children and families. They understood individual needs, routines and preferences well. This understanding supported personalised care and helped children feel safe, respected and emotionally secure in the setting.

Children and families had opportunities to share feedback through informal conversations and questionnaires. Feedback was used to make improvements. One parent told us: "Amy asks us for feedback". This helped ensure the service reflected the needs and preferences of families.

An improvement plan was in place and supported the childminder to identify areas for development and reflect on progress. The plan showed commitment to improvement. We discussed how recording reflections more consistently would support ongoing self-assessment and help evidence the impact of changes. This would enable the childminder to better understand what was working well and where further improvements could be made. We signposted the childminder to relevant best practice guidance available through the Care Inspectorate HUB to support this development.

The childminder kept up to date with guidance through professional discussions with other childminders, the Care Inspectorate HUB and provider updates. This ensured children and families experienced safe, informed care and contributed overall to a quality service.

Policies and procedures were in place and had recently been reviewed. They reflected legislation and supported safe, effective practice. This ensured the service promoted children's safety, wellbeing and rights in line with national standards.

## 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 childminder had built warm and caring relationships with children and their families. This helped children feel safe, confident and emotionally secure. Families felt included in their child's care, which helped build trust and strong partnerships.

The childminder had completed core training identified during registration. This included child protection, safeguarding and paediatric first aid. Learning was used to inform practice. For example, reflection helped the childminder adapt routines to meet children's changing needs. This contributed to a more responsive and child-centred approach, supporting children's development and wellbeing.

The childminder spoke positively about relationships with other childminders in the local area. They regularly met as a group with their minded children for shared outings, such as visits to parks. One parent commented: "They often go to toddler groups, bookbug sessions, meet with other childminder's and kids for outings to parks, farms, walks etc. They are always doing something fun and engaging and both my kids are coming on so much from these experiences".

These experiences supported children to build friendships and develop social skills . Regular contact with colleagues also enabled the childminder to take part in professional discussions and share ideas. This helped strengthen their knowledge and supported reflective practice.

## Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at [www.careinspectorate.com](http://www.careinspectorate.com).

## Detailed evaluations

How good is our care, play and learning?	4 - Good
1.1 Nurturing care and support	5 - Very Good
1.3 Play and learning	4 - Good

How good is our setting?	4 - Good
2.2 Children experience high quality facilities	4 - 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?	4 - Good
4.1 Staff skills, knowledge and values	4 - Good



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