

# Kerr, Beth Child Minding

Ayr

**Type of inspection:**  
Unannounced

**Completed on:**  
9 September 2025

**Service provided by:**  
Beth Kerr

**Service provider number:**  
SP2006960862

**Service no:**  
CS2006132722

## About the service

Beth Kerr is registered to provide a service to a maximum of six children at any one time up to 16 years of age, of whom no more than three are not yet attending primary school and of whom no more than one is under 12 months. Numbers include the children of the childminder's family.

The service is operated from her family home in Alloway, Ayr and is close to local amenities and public transport. Children are cared for in the living and dining rooms, use the downstairs WC and have access through the kitchen to the fully enclosed garden to the rear of the property. The childminder has three dogs that are kept separate from the children.

## About the inspection

This was an unannounced inspection which took place on 9 September 2025 between 11:00 and 15:00. We gave feedback to the service virtually on 9 September 2025. 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 the last inspection.

In making our evaluations of the service we:

- Observed and spoke with children using the service.
- Sent out a family questionnaire and received one response.
- Spoke with three families face to face or by telephone call.
- Spoke with the childminder.
- Observed practice and daily life.
- Reviewed documents.

## Key messages

- Children were happy, safe and well cared for.
- Play and learning were fun and meaningful.
- The environment was safe, clean and well organised.
- The childminder was committed to improving the service.
- Strong values and professional skills were evident.

## 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?	5 - Very 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

### Quality Indicator 1.1 - Nurturing Care and Support

We identified significant strengths in the care provided, which clearly supported positive outcomes for children/people. These strengths had a major impact and outweighed any areas for improvement, leading us to evaluate this key question as very good.

Children experienced warm, nurturing care in a homely and inclusive environment. The childminder consistently demonstrated kindness and attentiveness, fostering strong relationships with children and families. Interactions were positive and respectful, with the childminder engaging at the child's level, promoting emotional security and enjoyment. For example, a young child was observed delighting in a story session, fully engaged and relaxed.

The childminder's three Norwich terriers were part of the family setting. Risks were carefully assessed, and open communication with parents ensured shared understanding. Safety was prioritised, even during times when the dogs had puppies, creating a unique and enriching experience for children.

Personal care was delivered with dignity and privacy. Each child had their own changing mat, and handwashing routines were well supported through songs and visual prompts. The childminder recognised when additional support was needed and responded sensitively.

Mealtimes were sociable and child-led. Children chose their snacks from healthy options and had access to fresh water throughout the day. The childminder, registered as a food business, used her dining table to promote positive social interactions.

Sleep routines were agreed with parents and reflected home practices. Safer sleep guidance was shared, supporting informed choices. Children felt secure and cared for, with individual preferences respected.

Personal plans were current and reflected each child's health, safety and wellbeing needs. The childminder knew the children well and adapted experiences to suit individual interests and developmental stages. Children with English as an additional language were supported through clear communication and inclusive activities.

No medication was being administered at the time, but appropriate documentation was in place. Historical records were completed accurately.

Although there was no current multi-agency involvement, the childminder was confident in engaging with other professionals if needed. She maintained strong relationships with parents and local childminders, contributing to a supportive community.

Child protection training had been undertaken by both the childminder and her assistant. Safeguarding responsibilities were clearly understood.

Families were actively involved in the service. Parents were kept informed about the upcoming house move, and children contributed ideas for the new childminding space. The childminder supported transitions sensitively, including for children with additional language needs.

Overall, children were nurtured, respected, and included. They felt safe, valued, and enjoyed meaningful experiences in a caring environment.

### Quality Indicator 1.3 - Play and Learning

Children experienced fun, engaging and meaningful play opportunities that supported their learning and development. The childminder created a joyful atmosphere where children were excited and motivated to participate. For example, a very young child danced enthusiastically to a familiar song played through Alexa, with actions and movement encouraged in a safe and age-appropriate way.

Play was both spontaneous and planned, with schematic play opportunities observed. Storytime was delivered at the child's pace and level, with the childminder bringing the story to life through expressive reading and interaction. Children were supported to relax after school, with their individual needs respected.

Language, literacy and numeracy were naturally embedded in play. Children counted ducks in books, identified colours and shapes during block play, and explored Scots language in a fun and inclusive way? "e.g., "shoogle the bricks" was introduced appropriately and enjoyed by the children.

The childminder responded sensitively to children's interests. When a child discovered a spider, the childminder facilitated a discussion linking it to a familiar Bookbug character, supporting curiosity and learning. Children with English as an additional language were supported through songs, repetition and clear communication.

The local community was used effectively to enrich children's experiences. Regular visits to parks, beaches, libraries and local groups promoted socialisation and exploration. Children were seen enjoying picnics and outings, with these experiences documented in the floor book.

Interactions were skilled and nurturing. The childminder used open-ended questions, repetition and clarification to extend learning. Observations were well recorded, and children's achievements were celebrated. For example, a child's transition from primary school was marked with a photo comparing their first and last day, creating a sense of pride and belonging.

Planning was responsive, and next steps were identified. Further linking observations to planning would enhance continuity and progression.

Overall, children were happy, engaged and motivated in their play. They developed skills in communication, problem-solving and creativity through meaningful experiences tailored to their interests and stage of development.

## How good is our setting?

**5 - Very Good**

### Quality Indicator 2.2 - Children Experience High Quality Facilities

We identified significant strengths in the care provided, which clearly supported positive outcomes for children/people. These strengths had a major impact and outweighed any areas for improvement, leading us to evaluate this key question as very good.

Children were cared for in a safe, clean and well-organised environment. Despite the childminder preparing to move house, the setting remained calm and inviting. Packed items were stored appropriately, away from childminding areas, ensuring safety and continuity of care. Children were excited about the move and had been actively involved in discussions and decisions about the new playroom. Their views were valued, and photos and plans were shared with them, promoting inclusion and ownership.

The indoor environment was well ventilated, tidy and welcoming. Files and paperwork were well maintained. Parents described the setting as "safe, warm, clean and nurturing - a home from home." One parent expressed a wish to see more of the child's play spaces, including the garden, which the childminder was encouraged to facilitate to strengthen trust and transparency.

Outdoor play was temporarily limited due to the dismantling of garden equipment in preparation for the move. The childminder had risk assessed this carefully and made increased use of local parks and community spaces to ensure children continued to access outdoor play. Children enjoyed regular outings and were observed having fun in the community, with photos captured in the floor book.

Resources were well stored and easily accessible. Boxes were clearly labelled, supporting children's independence and choice. Risk assessments were thorough and dynamic, including when out in the community. For example, the childminder responded appropriately to hazards such as broken glass in parks and had assessed the risks of walking dogs while pushing prams, prioritising children's safety.

Infection prevention and control measures were strong. PPE was stored accessibly, and handwashing routines were embedded in daily practice. Children washed hands on arrival, before meals and after toileting, promoting good hygiene habits.

Information was securely stored. Each child had a paper file kept in a locked cabinet. Digital devices were password protected, and the childminder was cautious about sharing information electronically, demonstrating a strong understanding of data protection.

Overall, children experienced a safe, nurturing and well-managed environment that supported their wellbeing and development. They were included in decisions about their space and continued to benefit from stimulating experiences, even during a period of transition.

## How good is our leadership?

**5 - Very Good**

### Quality Indicator 3.1 - Quality Assurance and Improvement Are Led Well

We identified significant strengths in the care provided, which clearly supported positive outcomes for children/people. These strengths had a major impact and outweighed any areas for improvement, leading us to evaluate this key question as very good.

The childminder demonstrated strong leadership and commitment to continuous improvement. Monitoring and supervision of the service were evident through well-maintained paperwork, regularly updated personal plans, and a clear focus on children's enjoyment and wellbeing. Self-evaluation was embedded in practice, and the childminder remained diligent in delivering a high-quality service.

Children and families were included in aspects of service development. For example, children helped choose healthy snacks and were involved in surveys about their environment. The childminder had begun to explore more meaningful ways to gather feedback, including open-ended questions, and was encouraged to continue developing this approach to gain deeper insights.

Families were actively involved in the upcoming house move. Children contributed ideas for the new playroom, and parents were kept informed throughout. While participation had dipped slightly during the pandemic and the transition period, the childminder was committed to re-establishing regular feedback mechanisms, such as questionnaires and informal consultations.

Self-evaluation processes were in place and identified realistic next steps. The childminder was undertaking SCMA's "Time of the Floor" training, which supported reflective practice and improvement planning. She was also engaging with the new Scottish Quality Improvement Framework, showing a proactive approach to staying current with national developments.

Notifications to the Care Inspectorate were submitted appropriately, including updates about the house move and a traffic incident. The childminder understood her responsibilities and acted in line with regulatory expectations.

Although no complaints or incidents had occurred, the childminder was aware of how to respond and use such events to support improvement if needed.

Overall, the service was well-led, with a clear focus on quality assurance and improvement. Children and families were beginning to be more meaningfully involved in shaping the service. The childminder demonstrated a strong commitment to professional development and continuous improvement, ensuring the service remained responsive, safe and nurturing.

## How good is our staff team?

**5 - Very Good**

### Quality Indicator 4.1 - Staff Skills, Knowledge and Values

We identified significant strengths in the care provided, which clearly supported positive outcomes for children/people. These strengths had a major impact and outweighed any areas for improvement, leading us to evaluate this key question as very good.

The childminder provided a safe, secure and nurturing environment, underpinned by strong values and a clear vision. The setting was non-smoking, well risk-assessed, and included safety measures such as stair gates and secure access to both the front and back of the property. These measures supported children's safety and wellbeing.

Warmth, kindness and compassion were evident in all interactions. The childminder promoted a positive ethos through her "golden rules," which included fun, respect, listening and kindness. These values were consistently modelled and supported a respectful and inclusive atmosphere.

Reflective practice was embedded, with the childminder regularly identifying areas for improvement. While this was mostly informal, there was clear evidence of ongoing development. Documenting these reflections would support greater transparency and allow families and children to contribute more meaningfully to

service improvement.

The childminder was committed to professional development. Over 30 training sessions had been completed in the past three years, covering a wide range of topics. While this demonstrated strong motivation, the impact of training would be strengthened by identifying next steps and evaluating how learning influenced practice.

The childminder held a relevant qualification at SCQF Level 7 (HNC in Childhood Practice) and kept up to date with both local and national guidance. She was actively engaged in the Scottish Childminding Association's "Time of the Floor" training and regularly shared learning with other local childminders, contributing to a culture of peer support and continuous improvement.

Improvement planning was underway, though mostly informal. The childminder was encouraged to develop a simple, proportionate improvement plan that included the views of children and families and identified clear, manageable next steps.

Overall, the childminder demonstrated strong values, a commitment to learning, and a reflective approach to practice. Children benefited from compassionate, skilled care in a safe and nurturing environment. Ongoing training and self-evaluation supported continuous improvement and ensured the service remained responsive and child-centred.

## 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?	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?	5 - Very Good
2.2 Children experience high quality facilities	5 - Very 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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