

# Nourish and Grow Childminding Child Minding

Ellon

**Type of inspection:**  
Unannounced

**Completed on:**  
16 September 2025

**Service provided by:**  
Jennifer Miller

**Service provider number:**  
SP2023000195

**Service no:**  
CS2023000305

## About the service

Nourish and Grow Childminding operates from their own property situated in the rural village of Pitmedden, Aberdeenshire.

The childminder is registered to provide a care service for a maximum of six children at any one time up to 16 years of age:

- of whom no more than six are under 12 years;
- 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/household,

Minded children can only be cared for by persons named on the certificate. No overnight care will be provided.

At the time of our inspection, one child was registered with the service.

The service is close to the local primary school, shop, play park, and other amenities. The children are cared for in the living area and kitchen with access to a downstairs toilet. Children have access to a fully enclosed rear garden.

## About the inspection

This was an unannounced inspection which took place on 16 September 2025 between 09:45 and 13:15. 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 information, information submitted by the service, and intelligence gathered throughout the inspection year.

In making our evaluations of the service we:

- interacted with one child using the service
- received one completed questionnaire
- spoke with the childminder
- observed practice and daily experiences
- reviewed documents.

## Key messages

- Children experienced caring and nurturing interactions.
- Children were provided with homecooked, nutritious meals and snacks.
- Children were well supported in their play and learning.
- Children were cared for in a homely and welcoming environment.
- Effective self evaluation and quality assurance processes led to high quality care and learning experiences.
- The childminder was committed to their professional development and was passionate in providing a good quality service.

## 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

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.

### 1.1 Nurturing care and support

Children and their families were warmly welcomed by the childminder. Parents were able to have informal conversations on arrival and collection, and messages and photographs were shared. This helped build positive relationships where parents felt confident their child was well looked after. A parent commented, "[Childminder] always makes me feel welcome in her home".

Children were cared for with kindness and patience. The childminder's calm manner created a relaxed ethos where children felt safe and loved. A parent commented, "[Childminder] is a wonderful childminder and I am so thankful to have found such a kind, calm, and trustworthy person to leave my child with".

Children's personal plans contained detailed information to support their overall health and wellbeing. Parents were central to this process and information was regularly reviewed to ensure it reflected children's current needs. This meant the childminder knew the children, their personalities, and interests, providing them with the individualised support they needed to thrive.

Children were provided with nutritious homecooked meals and snacks. Children told us lunch was "yummy" and that they liked the foods offered. Lunch was a sociable experience where children were provided with effective support and supervision to help keep them safe. Children were encouraged to drink water during the day, helping to keep them hydrated and well.

Children's emotional security and wellbeing were supported through sensitive arrangements for sleep. Sleep patterns from home were followed and children slept in a comfortable and cosy travel cot. The childminder remained nearby and used a baby monitor to help keep children safe as they slept. Parents were happy with the sleep routines and felt their child was able to rest or sleep when they needed to.

### 1.3 Play and learning

Minded children had developed good friendships with the childminder's own family and they enjoyed playing together. They were able to lead their own learning and independently choose toys and games and where they wanted to play. This included looking for insects in the garden and playing in the well resourced mud kitchen. This contributed to happy and engaged children who had fun.

Children enjoyed interacting and playing with the childminder. The childminder modelled good listening and talking skills by getting down to the children's level. They helped the children make jigsaws, encouraging them to find the puzzle pieces by looking at the shapes and colours. Children enjoyed exploring musical instruments and listening to the different noise each instrument made. The childminder helped them make tunes and encouraged sharing and turn taking. Early mathematical language was introduced when choosing the size of bowls and pans needed to make a pretend cake. As a result, children were developing as confident learners who were eager to try new things.

Children were at the centre of planning for play and learning. The childminder responded to children's interests and planned experiences appropriate for their age and stage of development. For example, favourite dressing up clothes were made available when children arrived. Observations were completed and

sent to parents to keep them informed of their child's progress. This led to children who were well supported in their learning and development.

The childminder made good use of the local environment and amenities. This meant the children were getting to know their local environment, helping them grow into responsible, confident individuals. A parent commented, "From indoor play - home, toddler group, messy play, soft play to outdoor play - parks, woods, garden. My child always spends the whole drive home telling me all about their fun day and 'adventures'".

### How good is our setting?

### 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.

Children were able to play and rest in a homely and welcoming environment. They were cared for in a cosy living area with access to the kitchen. This meant children had ample space for their needs. Comfortable sofas supported cuddles, rest, and relaxation and a travel cot was available for safe sleep. Children's drawings and paintings were displayed in the hall, providing them with a sense of belonging.

Children played in a secure environment. The front door was locked to ensure children could not leave the house unsupervised and children were able to play in an enclosed rear garden. Areas accessed by the children had been visually assessed and there were written risk assessments to help identify potential hazards and help prevent accidents.

Children were offered a range of good quality toys and games. These were attractively displayed to support children's choice and independent play. For example, art and craft materials were labelled with pictures and jigsaws were stored in plastic bags with the picture attached. The garden looked inviting with a well resourced mud kitchen and outdoor play equipment, such as a chute and sandpit. Children were encouraged to be responsible and tidy up after playing, helping to keep the toys in good order and safe for play.

Children played in a clean environment. Handwashing was embedded in practice and children were encouraged to wash hands when arriving, before eating, and after playing outdoors. This helped keep them safe and well. Aprons and gloves were available for use to help prevent the risk of infection.

Children's personal information was stored confidentially in a safe location.

### 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.

The aims of the service included providing a welcoming, relaxing, and friendly environment. This was reflected in their practice and shared with families, helping them understand what to expect from the service.

A range of good quality policies and procedures were in place to support the childminder in their practice. These had been reviewed and amended to reflect changes in guidance. For example, the childminder's medication policy had been updated with information needed to support the safe administration of medication. However, the child protection policy lacked detail and did not reference the guidance 'National Guidance for Child Protection in Scotland 2021 - updated 2023'. This meant the childminder was not fully

confident in the action required to protect children and keep them safe from harm and abuse. We discussed this with the childminder who agreed to make changes to the policy.

The childminder recognised the importance of seeking the views of children and families to influence change and support the development of the service. Parents were asked to provide feedback and this led to the provision of water bottles. This helped to encourage children to drink more during the day. Parents 'strongly agreed' that they were involved in a meaningful way to help develop the service and felt the childminder would be open to any new ideas.

Children were at ease in the childminder's company, contributing to them making independent choices which supported their play experiences. They were involved in choosing new resources which meant they played with toys and games that reflected their interests.

Effective self evaluation and quality assurance processes were embedded in practice and used to evaluate and develop the service. This led to improved play and learning experiences that promoted children's choice and independent play. This was ongoing and identified within the childminder's improvement plan. The updated guidance 'Setting the Table' had been used effectively to ensure children were provided with nutritious menu choices. This led to high quality homecooked meals which were enjoyed by the children.

## 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.

The childminder was committed to do the best for the children and families in their care. Children's wellbeing was supported through respectful and compassionate interactions. The childminder had a good relationship with the children and talked to them in a kind and friendly manner. This approach supported children to feel happy and safe.

The childminder was a member of the Scottish Childminding Association (SCMA) and spoke positively about the support provided by the organisation. As a result, they used SCMA forms within their practice, including personal planning to support children's care needs. They were friendly with other childminders and together they shared ideas and discussed guidance and new initiatives.

The childminder had accessed core training, such as child protection, first aid, and food hygiene. Their clean and welcoming home was reflective of their knowledge and understanding of infection prevention and control. This contributed to happy children who were safe and well cared for.

The childminder demonstrated a commitment to their professional development. They had previously worked in a nursery setting and had gained a qualification in childcare. This was evident in their high quality interactions to support children's play and learning. They had recently accessed webinars to develop their understanding of the curriculum, planning, assessment, and in supporting children aged two to three years. This contributed to children who were progressing well.

The childminder had created a continuous provisional development log to reflect and evaluate their learning and help identify where further training would be beneficial. They had accessed practise documents and guidance, such as 'Setting the Table', and spoke positively about the impact on their practice. Their recent PhD (Doctor of Philosophy) on maternal and early years nutrition meant children were provided with homecooked meals using healthy and nutritional ingredients.

## 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
1.4 Family engagement	6 - Excellent

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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