

Gillian Anne Junor Child Minding

Peterhead

Type of inspection:
Unannounced

Completed on:
23 July 2026

Service provided by:
Gillian Anne Junor

Service provider number:
SP2003900670

Service no:
CS2003002048

About the service

Gillian Anne Junor provides a childminding service from their property located in the village of Maud, Aberdeenshire.

The service is registered to provide a care service to a maximum of eight children under 16, of whom a maximum of six will be under 12, of whom a maximum of 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.

The upstairs of the family home and the large outbuilding should not be used as part of the childminding service. Miss Megan Will is approved to act as an assistant.

The service is close to local primary schools, shops, parks, and other amenities.

The children are cared for mainly in the dining kitchen and designated playroom. Children also have access to a spacious rear garden.

About the inspection

This was an unannounced inspection which took place on 17 July 2026 between 10:15 and 13:15 and 23 July between 11:00 and 14:00. 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 previous inspection findings, registration information, information submitted by the service, and intelligence gathered since the last inspection.

In making our evaluations of the service we:

- interacted with four children using the service
- received three completed questionnaires from families
- spoke with the childminder
- observed practice and daily experiences
- reviewed documents.

As part of our inspections, we assess core assurances. Core assurances are checks we make to ensure children are safe, the physical environment is well maintained, and that a service is operating legally. At the time of this inspection, no improvements were identified relating to core assurances.

Key messages

- The childminder's welcoming and friendly manner promoted positive relationships and an inclusive ethos.
- Children were cared for with responsive and nurturing interactions.
- Children benefited from inviting spaces that allowed them to make choices and play independently. This included a well resourced, attractive playroom and outdoor areas.
- Daily communication with families, alongside detailed personal plans, helped ensure children received high quality care and support. This included children with additional support needs.
- The childminder had completed training and professional development which improved their understanding of self evaluation and reflection. This helped them make some improvements to the service and led to better outcomes for children and families.

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

Leadership	4 - Good
Children play and learn	4 - Good
Children are supported to achieve	5 - Very Good

Further details on the particular areas inspected are provided at the end of this report.

Leadership 4 - Good

Leadership and management of staff and resources

We evaluated this quality indicator as good, where there were important strengths within the setting's work and some aspects which could benefit from improvement.

Children benefited from a nurturing and inclusive service where they felt safe, valued, and respected. The childminder's caring approach promoted children's wellbeing, confidence, and sense of belonging. While aims and objectives were in place, they did not fully reflect the high quality experiences and outcomes being achieved. Following discussion, the childminder revised the aims and objectives to ensure they accurately reflected current practice and their plans for ongoing improvement. These were shared with families, helping to ensure they had a clear understanding of the service's values and commitment to positive outcomes for children.

There were some opportunities for children and families to share their views and contribute to the development of the service. This included daily conversations with families and communication through WhatsApp. Parents told us they felt consulted and confident that their views and suggestions would be listened to and acted upon. One parent commented, "Gillian regularly asks how we feel our children are and if there is anything she can do or look into that they would enjoy." As a result, families felt valued and involved in decisions about the service. To further support continuous improvement, the childminder should develop a wider range of approaches to gather and evaluate feedback from parents and carers, helping to ensure that all families have opportunities to influence service development.

The childminder had completed a Scottish Vocational Qualification (SVQ) in childcare, which supported their understanding of reflective practice and continuous improvement. They regularly evaluated what was working well and identified areas for further development to enhance the quality of the service. For example, an outdoor barrier had been installed to help keep children safe while playing outside, demonstrating how reflection on practice led to positive improvements for children.

The childminder had identified strengths in the service, including providing a welcoming and supportive environment for children and families. They had also identified plans to develop a garden room to create an additional space where children could relax and play after school. As a result, children benefited from a safe, caring environment that continued to develop in response to their changing needs and interests.

The childminder was less familiar with national self evaluation guidance. We shared self evaluation guidance and Care Inspectorate bite-sized improvement videos, which may provide more accessible support. This should help support the childminder's approach to evaluating and improving outcomes for children and families.

Quality assurance processes helped ensure that children's personal plans, permissions, and risk assessments were in place and appropriately maintained to support their wellbeing and safety. A range of policies and procedures was available to support practice. However, some had not been reviewed recently and did not fully reflect current guidance. For example, the behaviour management policy required updating. We highlighted this during our initial visit. When we returned, the childminder had reviewed and updated the policies and procedures to ensure they reflected current guidance and practice. As a result, the service had clearer guidance in place to support consistent practice and help ensure positive outcomes for children.

The childminder's assistant had limited involvement in the day-to-day care of children and families and was mainly available to provide support in emergency situations. They supported the childminder with administrative tasks, including reviewing and updating children's records, policies, and procedures. The assistant had completed relevant training, including child protection and first aid, helping to ensure they were prepared to support children's safety and wellbeing if required. As a result, appropriate arrangements were in place to help maintain continuity of care and keep children safe and well.

Children play and learn 4 - Good

Playing, learning, and developing

We evaluated this quality indicator as good, where there were important strengths within the setting's work and some aspects which could benefit from improvement.

Children were happy, settled, and engaged. They had access to a range of age-appropriate resources and could move freely between indoor and outdoor spaces, supporting their independence, choice, and decision making. The childminder respected children's preferences, enabling them to learn and play at their own pace.

The indoor environment was clean, comfortable, and well organised. Children could access resources independently within both the kitchen and dedicated playroom, allowing them to follow their interests. Toys and games were of good quality and included arts and craft materials, games, and small world toys. A parent commented, "Gillian is not worried about messy play and the children have great access to outside. They have also been on some fun days out too!" Comfortable furnishings and flexible spaces supported children to relax, engage in play, and feel at home within the setting.

A strength of the service was the outdoor learning environment. Children had access to a large and secure outdoor area comprising several distinct play zones. The outdoor provision supported physical activity, creativity, and enjoyment. For example, younger children created pretend meals in the mud kitchen and older children enjoyed playing on the swings. A parent commented, "Most collections I will find my children outside - we love this!"

The childminder interacted warmly with children and provided support and encouragement during play. They responded positively to children's interests and communication, particularly when supporting younger children's developing language.

There were some missed opportunities to join in with children's play and extend their learning. For example, when children were playing with dominoes, the childminder could have become more involved by supporting the game, encouraging problem solving, and helping children think about what might happen next. The childminder should take a more active role in children's play to further develop their thinking skills, curiosity, and learning.

Play experiences and resources were planned around the needs and interests of the children attending. For example, a spinning stool was purchased to support a child with additional support needs, helping them to regulate their emotions, improve their engagement, and enhance their overall wellbeing. Observations and photographs had previously been used to track children's learning and share progress with families, supporting continuity between home and the setting. However, these had not been used consistently in recent months. Regular observations and learning records should be reintroduced to help demonstrate children's progress over time and support the planning of future learning experiences.

Children are supported to achieve 5 - Very Good

Nurturing care and support

We found major strengths in this aspect of the setting's work and identified very few areas for improvement. Therefore, we evaluated this quality indicator as very good.

The childminder had developed positive relationships with children and families, many of whom had attended the service for a number of years. Interactions were caring, respectful, and affectionate. Children sought comfort, reassurance, and support from the childminder, demonstrating strong attachments and trusting relationships. The childminder responded sensitively to children's emotional needs, providing comfort, reassurance, and encouragement. They were skilled in supporting children who were shy or required additional reassurance, helping them to feel secure, included, and valued.

Children benefited from daily routines that promoted security and wellbeing. Effective settling-in arrangements supported children to transition successfully into the service and build confidence, a sense of belonging, and positive relationships. Effective infection prevention and control practices were embedded within daily routines, contributing to children's health and wellbeing.

Children were able to rest and regulate their emotions in comfortable spaces. A travel cot was available for sleep and sofas provided a place to relax. This supported children's emotional wellbeing and helped them feel safe, secure, and settled.

The childminder promoted dignity and respect during personal care routines. Nappy changing arrangements protected children's privacy and care was tailored to individual needs in partnership with families. As a result, children received safe, sensitive care that supported their wellbeing.

Children experienced relaxed, child-centred mealtimes. Parents provided most meals and snacks, ensuring children had familiar foods they enjoyed. Mealtimes supported independence, with children making choices and eating at their own pace. The childminder remained available to provide supervision and support while maintaining a calm and positive atmosphere. As a result, children were kept safe, enjoyed their meals, and developed independence skills.

The childminder knew children very well and maintained up to date personal plans that reflected their needs, preferences, and stages of development. Daily communication with families ensured information was shared effectively and children's changing needs were responded to promptly. Medication procedures were well managed and records were completed appropriately. For one child, there was insufficient information about the signs and symptoms requiring medication and the action to take if it was ineffective. This was discussed with the childminder who took immediate action to develop an additional medical care plan and review the information with parents. As a result, children's health, safety, and wellbeing were well supported.

Parents and families were greeted warmly and encouraged to share information about their child's day and any significant events at home. This helped to create a welcoming environment where children and families felt valued, supported, and included. WhatsApp messages and photographs were also used to share information and reassure parents their child was happy and well cared for.

Parents spoke very positively about the childminder. Comments included, "Gillian is more than a childminder, she's almost a friend. She's always there to help," "Gillian chats away and we get on so well," and "Gillian is a very friendly, easy-going person. She makes drop-offs relaxed and stress free." As a result, families felt well informed, supported, and confident in the care their children received.

What the service has done to meet any areas for improvement we made at or since the last inspection

Areas for improvement

Previous area for improvement 1

In order to promote the health and wellbeing of children, the childminder should further develop her policies for child protection and the management of administration of medication. These should refer to current guidance, listed below, and detail the childminder's responsibilities and procedures.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state 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).

National Guidance for Child Protection in Scotland 2014:

<http://hub.careinspectorate.com/media/109557/sg-national-child-protection-guidance.pdf>

Management of medication in daycare of children and childminding services:

<http://hub.careinspectorate.com/media/189567/childrens-service-medication-guidance.pdf>

This area for improvement was made on 8 March 2019.

Action taken since then

The childminder had reviewed and updated their child protection and administration of medication policies to reflect current guidance and practice. They had accessed child protection training and through discussion demonstrated a good understanding of safeguarding responsibilities, recognising and reporting concerns, and recording procedures. Medication systems were well organised, with appropriate authorisation forms, secure storage arrangements, and administration records.

This area for improvement has been met.

Previous area for improvement 2

In order to identify areas of her service where developments would have a positive impact on the experiences and outcomes for children, the childminder should develop her knowledge and understanding of the best practice guidance available. She should then use this in evaluating her service.

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

My World Outdoors:

<http://hub.careinspectorate.com/media/279348/my-world-outdoors-sharing-good-practice-in-how-early-years-services-can-provide-play-and-learning-wholly-or-partially-outdoors.pdf>

Our Creative Journey:

<http://hub.careinspectorate.com/media/603624/our-creative-journey-aug-17-master-combined.pdf>

Loose Parts Toolkit:

<http://hub.careinspectorate.com/media/405223/loose-parts-play-toolkit.pdf>

Building the Ambition:

<http://hub.careinspectorate.com/media/201173/national-practice-guidance-on-early-learning-2014.pdf>

This area for improvement was made on 8 March 2019.

Action taken since then

The childminder had developed their knowledge and understanding of self evaluation to support improvement. They had undertaken professional learning, including completing their SVQ Level 3 qualification. This led to improvements in their practice, such as updating policies, providing responsive and nurturing care, and developing the outdoor environment. They reflected on the strengths and areas for development within their service and used feedback from children and families to help inform improvements.

This area for improvement has been met.

Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at www.careinspectorate.scot.

Detailed evaluations

Leadership	4 - Good
Leadership and management of staff and resources	4 - Good
Children play and learn	4 - Good
Playing, learning and developing	4 - Good
Children are supported to achieve	5 - Very Good
Nurturing care and support	5 - Very Good

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