

Jumping Jacks Childminding Service Child Minding

Peterhead

Type of inspection:
Unannounced

Completed on:
1 July 2026

Service provided by:
Jackie Stephen

Service provider number:
SP2017989153

Service no:
CS2017357863

About the service

Jumping Jacks Childminding Service is registered 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 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 childminder's husband is an approved assistant for the service.

The service is provided from the childminder's home, a detached bungalow in the rural village of Fetterangus in Aberdeenshire. Children are cared for primarily in the kitchen diner where they have access to a range of resources. They can also access the large, fully enclosed garden where there are a variety of experiences offered.

About the inspection

This was an unannounced inspection which took place on 1 July 2026 between the hours of 08:30 and 14:10. This inspection was carried out by two inspectors from the Care Inspectorate. To prepare for the inspection, we reviewed information about this service. This included previous inspection findings, registration and complaints information, information submitted by the service and intelligence gathered throughout the inspection year. To inform our evaluation we:

- spent time with children using the service
- received two completed questionnaires from parents/carers
- spoke with the childminder and their assistant
- assessed core assurances, including the physical environment
- observed practice and children's 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

- Children experienced high-quality care that was continually reviewed and improved through effective self-evaluation and reflective practice.
- Children experienced play and learning opportunities that reflected their interests, promoted independence and supported their progress across all areas of development.
- Children experienced a highly nurturing and child-centred service where strong relationships, effective planning and reflective practice promoted positive outcomes.
- Children experienced nurturing, responsive care and strong relationships that promoted their wellbeing, confidence and sense of security.
- Children enjoyed a warm, nurturing and inclusive environment where their wellbeing, learning and development were consistently supported through strong relationships and responsive care.

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	5 - Very Good
Children play and learn	5 - Very 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 5 - Very Good

Quality indicator: Leadership and management of staff and resources

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 demonstrated a commitment to providing high-quality care and support for children. Their statement of aims clearly reflected the ethos of the service and was evident in practice. Children benefited from a warm, home-from-home environment where they were treated as individuals and supported to have fun. The statement of aims was shared with families when they registered with the service, supporting them to know what to expect.

The childminder actively sought the views of children and families and used this feedback to support service improvement. As part of the annual survey, families were asked about what they valued and expected from a childcare service. We discussed how the childminder could use this information to review the statement of aims and ensure it continued to accurately reflect the service provided.

Feedback received during the inspection confirmed that families felt meaningfully involved in the development of the service. The childminder provided a range of formal and informal opportunities for families to share their views. Children's opinions were gathered and recorded in age-appropriate ways, ensuring their voices contributed to decision-making. This information was used effectively within the self-evaluation process.

Children experienced a service that was committed to continuous improvement. Through the effective use of self-evaluation and best-practice guidance, the childminder reflected on the quality of care and support provided and identified ways to further enhance children's experiences. This helped ensure that improvements were responsive to children's needs and contributed to positive outcomes for them.

Improvement planning was effective. The childminder maintained a record of planned actions and confidently described the positive impact implemented changes had on children's experiences and outcomes. Best-practice guidance was used to evaluate developments and ensure children remained at the centre of improvement activity. We discussed the benefit of including timescales within improvement plans to further strengthen the monitoring and timely completion of identified actions.

The childminder's assistant was appropriately recruited, helping to promote children's safety and wellbeing. Effective communication and information sharing between the childminder and assistant supported consistency in care and contributed to positive experiences for children.

Children play and learn 5 - Very Good

Quality indicator: Playing, learning and developing

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.

Children were engaged, active and having fun throughout our visit, spending most of their time outdoors. They confidently accessed a range of physical, imaginative and creative play experiences within a stimulating environment that supported their curiosity, enjoyment and learning.

Children benefited from care and support that reflected their individual interests, preferences and stage of development. The childminder had a good understanding of children's learning and development and used this knowledge to provide experiences that promoted engagement. Children led their own play, with skilled adult interactions extending their thinking while maintaining their ownership of learning. As a result, children were appropriately challenged and supported to develop new skills.

Children had very good opportunities to develop language, literacy and numeracy skills through everyday play experiences. The childminder encouraged discussion and supported children to express their ideas and feelings. Early literacy and numeracy skills were naturally embedded within play. Children were supported to recognise letters and words, count and use mathematical language in meaningful contexts. Children had access to books and digital technology, which were used to explore and extend their interests.

Children's achievements and learning were valued and celebrated. Information about their experiences and progress was shared with families, who were encouraged to contribute information from home. This supported continuity in children's learning and helped ensure a shared understanding of their progress and achievements.

Children benefited from warm, responsive interactions with adults who knew them well. The childminder and assistant were attuned to both verbal and non-verbal cues, enabling them to provide support at appropriate times. As a result, children experienced a balance of nurturing support and opportunities to develop independence.

Children's confidence and self-esteem were promoted through kind, encouraging interactions. They were supported to think through situations, consider alternatives and make decisions for themselves. As a result, children demonstrated confidence in problem-solving, taking appropriate risks and progressing at a pace that suited their individual needs.

Children were developing positive relationships and social skills. They were encouraged to be kind, considerate and respectful towards one another, with positive behaviours recognised and praised. This helped children develop confidence, empathy and respect for others.

Children's views were valued and influenced their experiences. Age-appropriate approaches, including 'All About Me' profiles, enabled children to share their preferences and interests. This information was used effectively to inform planning and ensure experiences were meaningful and relevant. One parent told us, "Activities are thoughtful and take the children's interests into account in order to engage them and support their development."

Children's learning and progress were monitored effectively through observations linked to wellbeing indicators and Curriculum for Excellence. The childminder used everyday experiences, such as shopping for snack ingredients, to develop children's confidence, independence and sense of responsibility. Next steps for learning were identified and used to support progression. While strategies used to support achievement were not always fully recorded, these were consistently applied in practice.

Feedback from families demonstrated strong partnership working. All families agreed they were welcomed into the childminder's home and involved in discussions about their child's play, learning and development.

One parent told us they were, "Always invited in to see what they have been up to." Another commented that the childminder, "Always makes time to chat and listens to the children. She takes into account what's going on in the kids' lives and she supports the children."

Children are supported to achieve 5 - Very Good

Quality indicator: 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.

Children experienced warm, nurturing and responsive care that promoted their confidence, wellbeing and sense of security. The childminder recognised the importance of positive relationships for children and their families, creating a welcoming environment where children felt safe, valued and supported. Families strongly agreed they had positive relationships with the childminder. One told us that the childminder, "Provides a warm, welcoming and safe environment for children. [My children] have thrived in her care and enjoy going to her. My children are supported and well cared for, as well as making and maintaining positive relationships with parents." As a result, children benefited from trusting relationships and consistent care.

Children were supported sensitively through transitions. A flexible and individual approach to settling-in was used to reflect the needs of children and families. Opportunities to participate in school and community events helped prepare children for transitions to school. Daily transitions were promoted; children were given prompts and advance notice of any changes. Daily and weekly routines were consistent, promoting children's feelings of confidence and security.

Children's privacy, dignity and independence were respected. Daily routines, such as washing hands and changing shoes, provided opportunities for children to develop confidence and self-help skills. Children were supported to choose whether to play independently or engage with others, helping them to develop emotional regulation and positive social skills.

Children benefited from relaxed and unhurried mealtimes which promoted social interaction and communication. The childminder and assistant sat with children, encouraging conversation and creating a positive mealtime experience. Opportunities to prepare and serve food supported children's independence and confidence while safe food practices helped promote their health and wellbeing. Water was available throughout the day, supporting children's health through hydration.

Children's wellbeing was promoted through the effective use of personal planning. All children were recognised and cared for as individuals. Personal plans were child-centred, developed in partnership with parents and reviewed every six months, ensuring that the information was current and relevant. One parent said the childminder, "Takes into account what's going on in the kids' lives and she supports the children," demonstrating the childminder's responsive approach. A continuity of care and smooth transitions was supported through sharing of key routine information such as sleep and mealtimes. This allowed children to feel safe and secure.

The childminder recorded significant events in children's lives and any agreed strategies and routines. If other agencies were involved in the child's care, this was recorded to support partnership working. The childminder worked proactively with families to identify any support needs and agree clear strategies. This ensured that children's wellbeing was maintained.

The childminder knew children and families very well and recognised the value of parents' knowledge and expertise. Regular sharing of information about children's experiences, achievements and routines helped ensure care remained responsive to individual needs. Strong partnerships with families contributed to positive outcomes for children and supported their wellbeing.

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

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