

# Denise laurie Child Minding

Glasgow

**Type of inspection:**  
Unannounced

**Completed on:**  
6 May 2025

**Service provided by:**  
Denise Laurie

**Service provider number:**  
SP2012983383

**Service no:**  
CS2012307322

## About the service

Denise Laurie provides a childminding service from their home, which is a semi-detached house within East Kilbride, South Lanarkshire. The childminder is registered to provide a care service to a maximum of six children at any one time under the age of 16 years, of whom a maximum of six are under the age of 16, of whom six will be 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 are inclusive of children of the childminder's family.

The childminder is in partnership with South Lanarkshire Council to deliver early learning and childcare to children aged three to five years.

The service is close to local nurseries, schools, shops, parks and other amenities. The children are cared for in the downstairs rooms with direct access to the fully enclosed garden at the rear of the house. Three children were being cared for on the day of inspection.

## About the inspection

This was an unannounced inspection which took place on Tuesday 6 May 2025 between 13:25 and 14:35. One inspector carried out the inspection. To prepare for the inspection we reviewed information about this service. This included previous registration and complaints information, information submitted by the service and intelligence gathered throughout the inspection year.

To inform our evaluation we:

- spoke with the childminder about the service they provided and observed the three minded children in their play
- observed practice including the interactions between the childminder and minded children
- walked around areas of the home used by minded children, looking at resources available and the use of space
- reviewed documents related to the service
- spoke to one parent and reviewed feedback from three others whose children attended the service.

## Key messages

- Children were settled and happy as the childminder was nurturing and loving in their interactions with them.
- Positive relationships and effective communication with families ensured that children's needs were met.
- Children benefitted from being cared for in a clean and homely setting, with direct access to active outdoor play.
- Robust self-evaluation and quality assurance processes supported a culture of continuous improvement within the setting.
- The childminder was committed to their ongoing professional development, which had the potential to enhance the care and play provided for children.

## 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.

### Quality Indicator 1.1: Nurturing care and support.

We observed that children consistently received responsive care and support from the childminder who knew their unique personalities, needs and interests very well. There was lots of friendly chat and affection. The childminder modelled empathy toward children, making it more likely that they would learn to be kind toward each other and to develop friendships.

Parents told us that the childminder had worked with them to help their child settle well into the setting. We observed that the childminder displayed positive relationships with the children present and respected their individual needs, choices and wishes. This helped children build secure attachments with the childminder and to feel safe.

The childminder liaised with parents to tailor children's personal plans to their individual needs, preferences and interests. Care routines were used to nurture children and help them to feel safe and secure. For example, the childminder respected family wishes around children's sleep routines, which promoted consistent habits around sleep and supported children's emotional security. Personal plans were detailed and informative. The childminder used the SHANARRI (safe, healthy, active, nurtured, achieving, respected, responsible and included) wellbeing indicators from Scottish Government guidance 'Getting it right for every child' (GIRFEC) to record how children's individual needs should be supported, to ensure the best outcomes for them. The childminder discussed children's development with parents at least every six months to review any changes to children's circumstances. Building trust and respect with parents ensured there was a partnership approach to supporting children's care, play and learning.

In their survey responses to us, parents mainly strongly agreed that they were fully involved in their child's care, including developing and reviewing their personal plan. One commented, "Denise follows the kids lead if they're not feeling like doing things. She keeps us updated of same". The childminder agreed it would be beneficial to encourage older children to add to the 'all about me' section of their personal plan, so that their voice was represented. This would make sure that children knew their views were valued and would be acted upon by the childminder.

The childminder had a sound knowledge of how to keep children safe and protected should they need to respond to accidents, emergencies, or any safeguarding concerns. No children currently required medication whilst attending the service. The childminder used Scottish Childminding Association (SCMA) templates for recording children's medication, when it was required. The templates were in keeping with good practice guidance. These measures ensured children's health, safety and wellbeing needs would be met.

### Quality Indicator 1.3: Play and learning.

The childminder treated each child as an individual and took their preferences into account. Resources were stored in a way that meant children were able to follow their play ideas as they independently accessed toys

and games that reflected their interests and stage of development. For example, following children's suggestions, the home corner had been adapted to be a café or hairdresser at different times. This highlighted that children's imagination was supported and encouraged. The childminder was researching the curiosity approach to children's play and introducing Montessori philosophy; they had included this within their improvement plan. The curiosity approach surrounds children with open ended materials that ignites their natural curiosity and imagination. Empowering children to lead their own learning builds their confidence, critical thinking, and problem solving skills.

The childminder enabled children to lead their own play based on their interests. They were using floor books with the children to encourage them to talk about their play and learning, and what other activities they would enjoy next. This helped the childminder to be responsive in their planning, to respect children's ideas and to offer them challenge.

Children's play experiences were enhanced by activities within their community. Children enjoyed going to local play parks and toddler groups, where they had the opportunity to develop social skills, form new relationships and build confidence. Parents recognised the value of children being offered these experiences, one commented "(my child) attends a toddler group with Denise and some of the other children as well as different days out. They love being involved in different activities and meeting new people. It's great to see how much they are enjoying being out and about at different activities. There are always a wide range of toys on offer for them and specific to their age and stage". All parents confirmed that they were welcomed into the service and had the opportunity to discuss their child's care, play and learning.

## 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.

### Quality Indicator 2.2: Children experience high quality facilities.

The childminding setting was bright, clean and homely. The main area used by children was well ventilated with plenty of natural light coming through patio doors. The childminder had created an enabling environment where children felt welcome and had a sense of ownership of the space. For example there was a self serve snack area where children were learning about making healthy choices. The organisation of children's spaces was flexible to accommodate their changing needs and interests. There were cosy spaces with soft furnishings so that children could decide for themselves when they needed to rest and re-energise. The children had direct access to the safe, enclosed garden and further developing outdoor play was one of the childminder's priorities within their improvement plan. The childminder was mindful of the need to create more sheltered areas in the garden to protect children from the sun's powerful rays in that area.

The garden had different areas for children to practise key skills with a very good range of outdoor play resources to support their play experiences. These included the mud kitchen, water wall, playhouse, and wheeled toys. Children were particularly excited by the recent addition of tadpoles, that helped them understand the life cycle. All parents responding to our survey confirmed that children always had the opportunity to play outdoors. One commented, "Kids love being outdoors. Play often in the settings garden and are often out and about experiencing the world and other children".

The childminder told us about the visual risk assessments they made of the setting, prior to children arriving and throughout their day, to ensure there were no hazards in the way of children's safety. These assessments were underpinned by the original Scottish Childminding Association (SCMA) templates that the childminder had completed. The childminder kept a register for children so that they could account for the children present and keep them safe. Additionally, it meant the childminder could monitor the number of children attending the service over the weeks and months, ensuring these were in keeping with the service's conditions of registration. The childminder was aware that they should submit a variation to end a time limited condition on their registration certificate, that was to increase the number of children attending the service. They should continue with these plans

Children's safety and wellbeing was further supported through the childminder's infection prevention and control procedures, including effective cleaning procedures. The setting's toilet facilities were easily accessible therefore promoted children's independence. Children were supported to wash their hands at key times. The childminder provided small individual towels for children, which reduced any risk of cross infection.

## 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.

### **Quality Indicator 3.1: Quality assurance and improvement are led well.**

The childminder was very well organised. They provided funded places to children through their partnership agreement with South Lanarkshire Council (SLC). The childminder was using SLC materials to ensure their record keeping was robust and underpinned by local and national guidance. They were also a member of the Scottish Childminding Association (SCMA) and made very good use of their resources to promote and monitor best practice. For example, through participating in training. This commitment to quality assurance and improvement planning contributed to positive outcomes for children. SCMA is a national umbrella organisation whose main aim is to promote childminding as a quality childcare service.

The childminder formally evaluated their service using Care Inspectorate tools. As a result, they were able to demonstrate how the process helped them focus on what was working well for the service and areas needing further development.

The service aims were shared with families when their children registered with the service. This enabled parents to know what to expect from the service and supported children's continuity of care. The childminder's improvement plan contained priorities that had been identified through their observations of children and in consultation with families. The childminder regularly sought the views of families, through daily chats, secure text messaging and questionnaires. This had helped ensure parents felt included within the life of the service and that their contributions were valued by the childminder.

Our survey responses confirmed that parents felt they and their children were involved in a meaningful way to help develop the service. Comments included, "(we are) regularly asked for feedback and I'm aware if I have any issues, raising them would not be a problem".

The childminder treated information about children and families in a confidential and professional manner. ICO provides guidelines on data protection to ensure services store children's personal information confidentially and lawfully.

**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.

**Quality Indicator 4.1: Staff skills, knowledge, and values.**

The childminder engaged well with the inspection process. They had a very good understanding of their professional responsibilities and worked within the conditions of their registration. Throughout our visit, children were spoken to, and listened to by the childminder in ways that encouraged them to feel safe, valued, and loved. The childminder respected children's individual needs, choices and wishes. This helped build children's confidence and emotional resilience.

The childminder participated in a wide range of professional development activities, including child protection and paediatric first aid certificated courses, professional reading, webinars and attendance at SCMA events. They regularly met up with other local childminders, which provided peer support, and the opportunity to share good practice or ideas for improving the quality of their service. The childminder reflected on their learning to help measure the impact their professional development had on their practice and on outcomes for children. As a result, children received high quality interactions and experiences. Recording and evaluating their learning also contributed to the childminder's overall self-evaluation of their service.

The childminder's professional, warm and nurturing ethos was greatly appreciated by families. Comments from parents included, "I have a great relationship with Denise and her family, Denise doesn't over step boundaries and remains professional but kind and caring. I can trust her professionalism and her values".

The childminder had established professional links with other services such as nurseries and schools, which minded children attended. This ensured a smooth handover of children at drop off and pick up times, and contributed to continuity in children's care.

**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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Care Inspectorate  
Compass House  
11 Riverside Drive  
Dundee  
DD1 4NY

[enquiries@careinspectorate.com](mailto:enquiries@careinspectorate.com)

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