

Lang, Gillian Child Minding

Airdrie

Type of inspection:
Unannounced

Completed on:
28 May 2025

Service provided by:
Gillian Lang

Service provider number:
SP2008970293

Service no:
CS2008178718

About the service

Gillian Lang 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 service operates from the childminder's family home in Chapelhall, North Lanarkshire. The service is close to a local school, nursery, shops, parks, woodland areas and public transport links.

Children have access to a dedicated playroom, kitchen/dining area and toilet facilities on the lower level. They can also access a spacious, enclosed garden at the rear of the property.

About the inspection

This was an unannounced inspection which took place on 28 May 2025 between 09:30 and 12:30pm. 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:

- spent time with the two young children who were attending the service
- spoke with the childminder
- considered feedback from five parents/carers
- observed practice and daily life
- reviewed documents.

As part of this inspection, we undertook a focus area. We have gathered specific information to help us understand more about how services support children's safety, wellbeing and engagement in their play and learning.

This included reviewing the following aspects:

- staff deployment
- safety of the physical environment, indoors and outdoors
- the quality of personal plans and how well children's needs are being met
- children's engagement with the experiences provided in their setting.

This information will be anonymised and analysed to help inform our future work with services.

Key messages

- The childminder knew children and their families very well.
- Warm, respectful and nurturing relationships supported children to feel safe and secure in the setting.
- The childminder's interactions were kind and positive with good use made of praise to celebrate children's achievements.
- Children had very good opportunities to engage in high quality play experiences which supported their learning and development and reflected their interests.
- Children were cared for in a safe and homely environment.
- Children had very good opportunities to visit interesting places in their local and wider communities.
- The childminder was committed to their continuous professional development.
- The childminder was committed to improving the quality of the service to benefit children and their 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

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|--|---------------|
| How good is our care, play and learning? | 5 - Very Good |
| How good is our setting? | 5 - Very Good |
| How good is our leadership? | 4 - 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 found significant strengths in aspects of the care provided and how these supported positive outcomes for children/people; therefore, we evaluated this key question as very good.

Children were happy, content and settled in the childminder's care. Interactions between the children and the childminder were warm, caring and kind. The children clearly felt safe and secure in the childminder's care. A child told us, "I love Gillian with all my heart."

A child told us that they were informed that an inspector would be visiting the service to find out what they liked to do. As a result, the child was confident and comfortable telling us about what they particularly enjoyed at the setting.

Children were involved in making decisions about their day. The childminder listened to, respected and valued their ideas. This supported children to feel safe, valued and included.

Initiatives such as the introduction of the 'everywhere bear' were used to support children through important changes in their lives. This was a meaningful way to support children's emotional wellbeing.

The childminder knew children and their families very well and described positive relationships with parents and carers. A range of effective communication methods were used by the childminder to involve parents/carers in their child's care. For example, daily discussions, daily diaries and mobile apps. This helped ensure good links between the children's home and childminding setting, which supports continuity of care. A parent/carer told us, "My children have been attending Gillian Lang Childminding since they were babies. Over the years she has formed excellent relationships with them. They think of Gillian more as family instead of childcare, they are always so excited every morning to spend the day with her and their friends. Gillian has always been so accommodating and helpful. She goes above and beyond for the parents and the children."

The childminder spoke confidently about children's likes, dislikes, interests and individual support. As a result, children experienced care which was tailored to their personal needs. Some important information about children's health, wellbeing and development was recorded in their personal plans. The SHANARRI wellbeing indicators from Scottish Government guidance 'Getting it right for every child' (GIRFEC) were used to support the childminder to meet children's needs. This approach helped create a shared understanding with children and parents/carers. The childminder recognised there was scope for children's plans to be improved, which is discussed further in quality indicator 3.1.

Snack time was a very relaxed, unhurried and nurturing experience. Children had opportunities to be fully involved in choosing and preparing their snack. They were seated safely and the childminder sat with the children, sharing news and making plans together. This helped create a sociable experience where children could relax and enjoy being with one another. The childminder was well organised and snacks were healthy and nutritious. Children's special dietary requirements had been well considered. A parent/carer told us that, "Gillian goes above and beyond to provide for my child and makes sure they feel included."

The childminder interacted positively with the children, encouraging their independence and supporting

when required. We highlighted the importance of children having access to fresh water throughout the day to ensure they are kept hydrated. Parents/carers told us that their children commented, "Gillian makes us yummy food and looks after everybody", and "Gillian makes homemade meals which my children love. Her homemade soup is their favourite."

We found that medication was managed appropriately in the service and a suitable written procedure for administering medication was in place, which was shared with parents/carers. We suggested ways to ensure record keeping was more robust, which the childminder agreed to take forward.

Quality indicator 1.3: Play and learning.

We observed happy children who engaged well with the wide range of play and learning opportunities available to them. They had lots of fun with each other and there was lots of laughter and joy. A parent/carer told us that their child, "Liked going to Gillian's because we do lots of fun things. We paint and play and Gillian takes us to fun places. Gillian is my best friend."

The childminder used their experience and knowledge of child development to create a rich learning environment where children's play was valued and respected. They responded enthusiastically to children's interests and their observations, interactions and skilful questioning enhanced children's learning and curiosity. Literacy and numeracy were naturally threaded through all play and learning experiences.

One child told us they loved their 'busy book' and proudly showed their counting skills and what they had been learning about shape, patterns and letters. A parent carer told us, "Gillian has built a strong positive relationship with my children. She regularly does activities and learning before and after school with them. They have a strong bond with all the children who attend Gillian's service and are always happy to go."

The childminder understood the benefits of children having access to loose parts and sensory play and we found a wide range of resources were available to children to support their curiosity, imagination and creativity. This enriched children's play experiences both indoors and out.

One child told us about learning about road safety and we heard about the opportunities and resources that were used to support their understanding of keeping themselves safe.

The childminder supported children to lead their own play, based on their interests. Floor books had recently been introduced to encourage children to talk about their play and learning opportunities. While this was at its early stages, the childminder talked about plans to further develop this activity to involve children more in planning and sharing their ideas and suggestions. This will help ensure children's views are respected and promote more challenging play opportunities.

Children had opportunities to meet with different groups of children at local community groups, where they were able to develop friendships and learn from wider groups of children.

Children benefited from regular opportunities to engage in their local and wider community. They had opportunities to attend local groups, participate in walks to local nature and play parks and visit interesting places, for example, the theatre, zoo and cinema. This helped enrich children's learning, develop life skills and helped them develop positive links with their community. A parent/carer told us that their child particularly liked, "Lots of activities and days out. Playing out the back in the garden and being with friends."

Quality indicator 2.2: High quality facilities.

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children/people; therefore, we evaluated this key question as very good.

Children were cared for in a warm, welcoming environment which was well ventilated with plenty of natural light. Areas used by children were comfortably furnished, clean and well maintained. Some soft furnishings helped create an inviting and homely environment for children and their families.

The children were very relaxed, confident and comfortable in the setting. The childminder had created a safe, hygienic, child friendly environment and children's needs had been carefully considered. For example, child sized furniture and safe seating for younger children were used to ensure children were safe and comfortable. Children were able to use different parts of the childminder's home for activities which ensured they had ample space to play.

Photographs displayed in the playroom prompted children to reflect on their experiences with their friends. This made them feel welcome and helped them feel that they mattered.

Toys and resources were clean, safe and well maintained. These were easily accessible to children to promote choice and independence. The childminder agreed to give further consideration to accessibility of toys for younger children.

Children had regular opportunities to play in the garden, which was easily accessible from the kitchen. The garden had different surfaces for children to practise key skills, with a very good range of outdoor play resources to support their play experiences. We observed a child engaging in more risky play when using climbing equipment, which was well supported by the childminder. This provided them with challenging situations and helped them gain confidence in their abilities.

The childminder carried out visual checks prior to children arriving and throughout the course of the day, responding to anything that could pose a risk. Procedures for recording accidents and incidents were in place and the childminder was clear about when to notify the Care Inspectorate. Risk assessments were in place and we discussed how there was scope for these to be more robust. The childminder agreed to give this further consideration.

We considered the measures in place to minimise the spread of infection in the service. The childminder ensured areas were well ventilated and toys and equipment were cleaned regularly. Appropriate personal protective equipment was used when supporting children's personal care. Children were supported to wash their hands at key times, which supported them to learn good handwashing habits.

Children and their families personal information was securely stored, and the childminder had registered with the Information Commissioner's Office to protect personal data. This helped protect people's privacy.

How good is our leadership?

4 – Good

Quality indicator 3.1: Quality assurance and improvement are well led.

We evaluated this key question as good, where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

The childminder had high aspirations and wanted the very best for the children and families who used their service. The childminder told us that she shared key information about the service with parents/carers, including aims and objectives, policies and procedures. This helped them to understand the childminder's vision, ensured they were well informed about the service and supported them to have clear expectations.

Appropriate record keeping supported the childminder to deliver a professional service. For example, clear details of children's attendance were recorded and appropriate insurance was in place. This ensured the childminder was meeting the responsibilities of delivering a registered childcare service and helped keep children and their families safe.

The childminder had a positive attitude to improving their service and recognised there was scope to develop a more formal approach to self-evaluation. They had attended training relating to this topic and felt more confident in developing an approach which would enable them to reflect on what is working well and what could be improved in the service. While this was in its early stages, we were confident that their commitment to developing effective self-evaluation would lead to improvements in the service.

Following reading personal plan guidance and discussions with us, the childminder had reflected on the information contained in children's personal plans and recognised that there was scope for these to be improved. They discussed plans to ensure plans more clearly reflect children's progress, next steps in their learning and development and demonstrate more clearly how parents/carers are involved in planning for their child. The childminder had taken some positive steps to action this, for example, sourcing relevant training and recording materials. Once embedded in practice, this should more fully demonstrate how children are progressing.

The childminder recognised the importance of involving children and their families in the self-evaluation process. Regular contact with parents/carers and informal communications meant they could influence the care provided in an informal way. Questionnaires provided them with more formal opportunities to share feedback on the service and provide suggestions for improvement. The childminder told us that they valued children's views and that their ideas and interests were used to plan activities and outings.

The childminder planned to continue to develop ways to enable children and parents/carers to share their feedback and demonstrate to them how their feedback has improved the service. This will ensure children and families are included and contribute to the ongoing development of the service.

How good is our staff team?

5 - Very Good

Quality indicator 4.1 Staff skills, knowledge and values.

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children/people; therefore, we evaluated this key question as very good.

The childminder was passionate about their role and was committed to ensuring positive outcomes for children and their families. They were professional in their approach, confident in their role, well experienced and organised for this inspection.

The childminder cared deeply about the children in their care and interactions were warm, kind and respectful. This ensured a happy, secure and supportive environment for children and their families.

The childminder remained motivated and strongly committed to their professional development. They spoke confidently and knowledgeably about recent training and the positive impact this had on individual children and their service overall. This included development sessions on 'A Quality Framework for daycare of children, childminding and school aged childcare,' first aid, child protection and self-evaluation. This ensured they were well informed of current practice and kept their skills and knowledge refreshed.

Meeting other childminders, being a member of the Scottish Childminding Association and accessing information from the Care Inspectorate HUB supported the childminder to keep up to date with new developments.

The childminder was clear about their role in protecting children and knew who to contact for advice and support. They had recently attended training relating to this topic, which helped support their knowledge and understanding.

A parent/carer told us, "Gillian is like another member of our family and some days I don't think I'd manage getting the kids organised. Nothing is too much, from giving the kids breakfast, helping with homework, taking the kids at short notice when my other child care options have failed. I couldn't ask for a better person to be looking after my children."

Complaints

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

Detailed evaluations

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| 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 |

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|---|---------------|
| How good is our setting? | 5 - Very Good |
| 2.2 Children experience high quality facilities | 5 - Very Good |

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| How good is our leadership? | 4 - Good |
| 3.1 Quality assurance and improvement are led well | 4 - Good |

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|--|---------------|
| How good is our staff team? | 5 - Very Good |
| 4.1 Staff skills, knowledge and values | 5 - Very Good |

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