

Shannon Morgan's Childminding Child Minding

CUMNOCK

Type of inspection:
Unannounced

Completed on:
19 June 2025

Service provided by:
Shannon McDonald

Service provider number:
SP2018989663

Service no:
CS2018364179

About the service

Shannon Morgan provides a childminding service from their property in a quiet residential area of Cumnock, East Ayrshire. The childminder is registered to provide a care service for a maximum of six children up to 16 years of age. Numbers are inclusive of the childminder's own children. At our inspection, two children were in attendance at the service.

The service is close to local primary schools, shops, parks, and other amenities. The children are cared for in the kitchen and living room, and they use the upstairs bathroom. Children also have access to an enclosed rear garden.

About the inspection

This was an unannounced inspection which took place on Thursday, 19 June 2025, between 09:45 and 13:00 hours. The inspection was carried out by one inspector from the Care Inspectorate.

To prepare for the inspection, we reviewed information about the service. This included registration information, information submitted by the service and intelligence gathered since the last inspection.

In making our evaluations of the service we:

- observed practice and daily life;
- spoke with two children using the service;
- reviewed documents;
- spoke with the childminder; and
- looked at Microsoft Forms from two parents/carers to gather their views and feedback.

Key messages

- Children experienced warm and kind interactions, and their needs were met.
- Children benefitted from connections to their local community.
- Children's wellbeing was supported through regular access to outdoor play.
- Children were cared for in a home that was bright, clean and welcoming.
- Strong relationships between the childminder, children and families supported positive outcomes 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.

Children received warm and nurturing care. For instance, kind and caring interactions were observed when children sought comfort and cuddles from the childminder. As a result, the children were happy and felt settled in the childminder's home. The childminder knew the children well and had established positive relationships with their families. One parent told us, "My child adores her. Misses her when my child is on holiday and not there." This supported consistent care and support for children.

Children enjoyed their lunchtime together in a calm and relaxed atmosphere, creating a caring and positive social experience. The childminder participated in the children's conversations while eating at the table. Drinks were available throughout the day, which helped keep the children hydrated and supported their health and wellbeing.

Children's care and wellbeing needs were effectively met through the use of updated personal plans. These plans were developed in collaboration with families and provided detailed information about each child's needs, preferences, and progress. The childminder observed children's development and recorded strategies to support their continued growth. This information was shared with families to encourage learning at home. Additionally, the childminder communicated children's daily experiences via WhatsApp. Parents told us: "She puts my mind at ease when I have to leave him to work by sending text updates and pictures which reassures me that my child is happy;" and "Good communication and really helpful." This ensured positive partnerships between the childminder and families to support children's progress.

Children could rest or relax when needed. Comfortable small chairs, beanbags and cushions helped provide cosy spaces for children to rest and relax. This supported children to self-regulate their emotions.

Children attending the service during our inspection did not require medication. However, the childminder knew their responsibility in managing and storing medication. This helped keep children safe.

Quality indicator 1.3: Play and learning.

The children were having fun playing at the childminder's home. We observed them laughing and chatting as they played with toy cars and a garage, along with boxes filled with a variety of sensory toys. The childminder supported the children by playing alongside them and asking questions, which helped to extend their learning.

Children had the opportunity to choose from a variety of toys and resources that were appropriate for their age and developmental stage. These included arts and crafts materials, books, balls, toy animals, construction toys, trucks, and cars. This selection supported children in learning through play. A parent shared with us, "Shannon makes my child feel safe and happy. Does lots of fun things with my child."

During our visit, the children were both happy and engaged as they took turns choosing books for the childminder to read with them. This activity supported their language and literacy development. Their

numeracy skills were also enhanced through play. For example, while playing with coloured links, children were encouraged to recognise colours and practice counting by lining them up, counting each one, and naming the colours. The use of 'loose parts' and open-ended resources fostered the children's imagination and problem-solving skills. These everyday objects and materials help children develop their ideas, creativity, and curiosity.

Children had regular opportunities to play and learn in the community. They often went on walks and visited local parks, Dumfries House, the beach, and a play group, which supported them to develop connections with their own community.

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 childminder's home was clean, bright, and inviting. The living area was comfortable, well-ventilated, and filled with natural light. There was ample space for children to play, which made them feel welcome and valued.

Suitable infection control measures, including handwashing and cleaning procedures, were in place to minimise the spread of infection. This helped keep children safe.

The play space was laid out with a wide range of toys that the children were interested in, including sensory toys, trucks, building blocks, a selection of arts and crafts, and other age-appropriate toys. This supported them to learn through play as they chose toys based on their interests. As a result, children were having fun.

Children had daily access to a secure garden that was thoughtfully designed to cater to their interests and developmental stages. The garden featured a variety of outdoor toys, including a sandpit, slide, swings, climbing wall, goalpost, balls, ride-on toys, and a mud kitchen complete with pots and pans. This setup supported the children's health and wellbeing by encouraging energetic play.

Outdoor play was supported through trips and outings, such as visits to the local park, beach, and Dumfries house. On outings, children accessed a variety of play equipment, such as swings and climbing frames. Parents told us: "Shannon allows my child to play outside her garden and often takes him to Dumfries House or the beach;" and "My child loves being out and about with Shannon." This supported children's emotional and physical wellbeing.

Children's and 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?

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 enthusiastic and committed to delivering high-quality experiences for children and families. The childminder spoke positively about developing their skills, and they worked well to promote positive outcomes for children and families. One example of this was taking part in outdoor training, and developing skills and knowledge about nature and links in the community. This supported positive outcomes for children.

The childminder had developed an improvement plan that enabled them to identify areas that were working well and those that needed improvement. To achieve this, they referred to the best practice guidance 'A Quality framework for daycare of children, childminding and school-aged childcare' (2022). This supported the childminder in being reflective and prioritising areas for development with a focus on delivering the best outcomes for children and families. The childminder had established positive relationships with parents and carers, gathering their views to assist in the improvement process. This included regular communication, such as daily conversations, and questionnaires about children's experiences.

Children and families new to the service were issued with a handbook about the childminder's service. This was detailed and informative, meaning parents knew what to expect.

The childminder regularly reviewed their practice to ensure that children received high-quality care, play, and learning. They reflected on what they did well and identified areas for improvement. This resulted in enhancements, such as updated personal plans that enabled the childminder to meet children's needs more effectively. This, in turn, allowed them to provide high-quality experiences for 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.

Quality indicator 4.1: Staff skills, knowledge, and values evaluation.

The childminder supported the children with warmth, kindness, and compassion. This enabled children to feel valued, loved, and secure. Samples of children's personal plans demonstrated how the childminder had meaningful and individualised support in place for children. The childminder effectively engaged with children, taking account of their views and experiences and families' wishes. This made children feel included.

The childminder had undertaken purposeful and comprehensive reading and training. For example, they completed 'outdoor training' and 'Language-rich environment' training. As a result, the childminder had reflected on their practice and made improvements. Parents/carers who provided feedback strongly agreed the childminder had the appropriate skills, knowledge, and experience to care for their child and support their health and wellbeing. This told us that the childminder was well placed to meet children's needs.

The childminder had a particularly good understanding of rights-based childcare practices. They understood it was necessary to empower children and treat them with respect. They demonstrated this when they spoke with children before they provided personal care. For example, they discreetly and respectfully asked children if they needed to be changed. This ensured children were treated with respect.

The childminder continued to develop their childcare skills and knowledge to ensure children experienced a wide range of care, play, and learning opportunities. Children were happy, content, and stimulated within the childminding environment. One parent told us, "She takes my child to baby groups to socialise, and my child gets to experience different places during days out."

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

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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