

# Lee's Childminding Child Minding

Glasgow

**Type of inspection:**  
Unannounced

**Completed on:**  
1 July 2025

**Service provided by:**  
Lee Connolly

**Service provider number:**  
SP2014986285

**Service no:**  
CS2014330657

## About the service

The childminder operates a childminding service from her home in Cathcart, Glasgow. The service is delivered from the ground floor of the family home and children have access to the lounge kitchen/diner and bathroom. Children also have access to an enclosed rear garden. The service is close to local primary schools, shops, parks and other amenities.

The childminder is registered to provide care for a maximum of six children at any one time up to 16 years of age. Numbers include the children of the childminder's family/household. There were three children present on the day of inspection.

## About the inspection

This was an unannounced inspection which took place on 30th June 2025. The 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 information, information submitted by the service and intelligence gathered since the last inspection.

In making our evaluations of the service we:

- spoke with children using the service
- spoke with the childminder
- reviewed five completed questionnaires
- observed practice and daily life
- reviewed documents.

## Key messages

- Children are cared for in a welcoming and stimulating environment.
- Children were relaxed, calm and having fun in the care of the childminder.
- Children interests were promoted through a variety of play experiences.
- Daily access to outdoor play supported children's health and wellbeing.
- Clear communication between the childminder and families supported positive outcomes for the children.
- Self-evaluation involved the families and children and led to the ongoing development of the service.
- The childminder should continue to access training and development opportunities to support the development of the service.

## 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 warm, caring and nurturing interactions between the childminder and the children, they were patient, kind and responsive. Children had formed strong connections with the childminder who provided cuddles, praise and encouragement to meet children's needs. This helped children to feel loved and secure.

The childminder had built strong relationships with the families, with many using the service over several years for all siblings. We saw that the children were well cared for and loved. Families agreed, with many sharing positive comments about the quality of care their children received. Their comments included: "[the childminder] home is always very clean, tidy and in good order. She rotates the toys she brings out for the kids to play with too. I believe she genuinely cares for my child." Additionally, "Our child refers to [the childminder] as Auntie and is treated like one of the family, they love their time with [the childminder]. We are so happy with the service our younger child will be attending later in the year." Another added "[the childminder] is really kind, open and approachable. She's happy to share from her experiences which is lovely."

Children were cared for by a childminder who knew their individual personalities and needs well. Personal plans included important details like what they enjoyed and needed to ensure their health, wellbeing and safety needs were met. These were reflective of children's changing needs. Parents contributed to the care plans and shared regular feedback through an online app. All About Me forms, noted what the children liked to play with, their favourite stories and toys. The childminder observed children regularly to ensure that they were progressing with their learning and development. This helped the childminder to identify where children needed more support.

The childminder worked with families to promote healthy eating. Children brought their own packed lunches and snacks. All children had fruit and sandwiches with them during the inspection. Children's water bottles were on hand to keep children hydrated. Children sat at a table in the kitchen which made this a sociable experience. This meant children experienced positive mealtimes that supported their wellbeing and skills.

When a child needed to access the toilet, they were quietly taken to the bathroom and the door was closed for privacy. This demonstrated that personal care was carried out respectfully and sensitively which supported the children's privacy and dignity.

Children's sleep routines were responsive to their needs and reflected family preferences. Through discussion, the childminder demonstrated a good awareness of safe sleep practice and worked towards this with families, as younger children joined the service. Overall we were satisfied that the childminder promoted safe sleep.

Child protection procedures were in place and recorded in a policy, therefore, the childminder could discuss agencies to report to and seek advice from. To maintain their awareness the childminder shared they planned to take part in further learning on child protection. This helped keep children safe.

### Quality Indicator: 1.3 Play and learning

The childminder knew individual children well. They used information gathered from children and families to plan high quality experiences that met children's interests and supported their curiosities. This meant that children could lead their play within a stimulating and creative environment.

Children were able to access a varied range of resources that were developmentally appropriate and supported free choice. These resources were displayed attractively around the room when the children arrived. One parent told us "[the childminder] makes an effort to include his interests which are very specific!" One example of this was how the childminder had catered some play experiences around children's interest about animals. Animal figures were on the table, an animal magnet game was played on the fridge. Later an animal card game was played and story was read. One child identified a flamingo, and another was looking for the animal babies. As a result, children were stimulated and deepening their learning through experiences that met their interests.

Children's language, literacy and numeracy development was being promoted through conversations and play. The childminder was skilful in extending children's thinking through their questioning and conversation. They played alongside children and sensitively engaged where needed, to extend children's learning. The childminder often asked 'what if' and 'I wonder' questions to encourage children to think for themselves, solve problems and gain excitement for learning. The inclusion of high quality toys and materials further enhanced children's ability to develop their language, communication and understanding of mathematical concepts. These included story books, jigsaws and lots of environmental print. This supported children's learning and development.

Floor books were used to help children reflect on some of their experiences and celebrations. They contained children's voices and photographs of them. These included many visits to the park, arts and crafts, exploring shadows and celebrations. This helped children feel they belonged.

The childminder accessed many resources within the local community. They visited several local parks, toddler groups, book bug sessions and the Jeely Piece club. This enabled children to develop their knowledge of their local and wider community.

### How good is our setting?

**5 - Very Good**

We evaluated this key question as very good where significant strengths impacted positively on outcomes for children.

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

Children experienced care in a well-furnished, ventilated and homely environment. A variety of resources were laid out offering children the space to comfortably and safely access them. Additional resources were stored in a cupboard that the children were aware of and could ask for. A welcome poster that the children had made was displayed. This gave children the strong message that they mattered.

Children benefited from opportunities to play and learn outdoors. Outdoor resources including the mud kitchen, play house and chute promoted physical health, sensory and imaginative play.

Parents agreed and commented positively on children's outdoor play. "[The childminder] always strives to take the children outside everyday regardless of the season and just makes sure they are dressed appropriately. We love that my [child] is out and about at the park or out for a walk as she loves it too."

Good infection control procedures protected children from the potential spread of infection. The home was clean and well maintained, ensuring a clean environment for children to receive care. Areas such as bathrooms and changing facilities were particularly clean, with resources stored safely to prevent cross contamination. Younger children's nappies were changed following best practice, which included the use of a wipeable mat. Handwashing was embedded in practice and children were developing positive skills for life as they washed their hands throughout the day. We concluded that children received care in a clean and safe environment.

Children's personal information was stored safely and securely. Each child had their own folder and information was frequently shared with families through an encrypted online app. This supported communication while maintaining confidentiality.

Risk assessments supported the safety, health and wellbeing of children, and they included indoor and outdoor assessment. The childminder actively evaluated risk and responded to potential risks to children throughout the day. For example, they removed resources from the floor which prevented a tripping hazard, and they redirected children's play when they wanted to climb on the furniture. This ensured children's safety.

## 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 about their role and had used self-evaluation to highlight priorities for improvement within their service. They used the Care Inspectorate's "A quality framework for daycare of children, childminding and school-aged childcare" to support this. This enabled them to reflect on their practice and plan improvements that supported positive outcomes for children.

The childminder was skilled in using people's views to inform improvements to the service. They asked families specific questions relating to aspects of practice and gathered responses. For example, they sought feedback on their child's particular interests and if there was anything missing from the service. This enabled the childminder to make informed improvements in practice, related to the needs of the families accessing the service.

Newsletters were shared quarterly to update families on holidays, successes or celebrations in the children's lives and upcoming events. This created a sense of community where children and families shared a sense of belonging. Comments from families included: "[The childminder] regularly asks for feedback and suggestions of any new activities or toys the children might benefit from so is always striving to improve the service she provides. "Another one added "Can rely on [the childminder], great communication and updates. She listens if there is something we need done too."

Children were involved in evaluating and improving the service. The childminder sought their views informally on a daily basis and responded to their requests. One child asked to record a film about the

service. The childminder organised for them to meet with all the children using the service to include everyone's feedback. The film the child made captured what children liked to do best. This included drawing, jumping in puddles, blowing bubbles and playing the garden and their favourite places to go - the park, Jeely Piece club and the childminder's house. This ensured children felt valued and were able to lead their own ideas.

The childminder had a range of detailed policies and procedures that supported them to provide high quality care and support. Policies were regularly reviewed and shared to keep families informed. This supported them delivering high-quality care that was safe, consistent, and responsive to the needs and rights of children and families.

## How good is our staff team?

## 5 - Very Good

We evaluated this key question as very good where significant strengths impacted positively on outcomes for children.

### Quality Indicator 4.1 Staff skills, knowledge and values.

Children's wellbeing was supported by the childminder's kind and responsive approach. The childminder was patient and attentive in their interactions, creating a warm and supportive environment. This helped children feel safe, valued, and respected.

The childminder demonstrated they had the appropriate skills and knowledge to support children attending the service. Their enthusiastic attitude was supportive of children to have fun in their play and to achieve their potential. For example, we observed the childminder join children at their level to read stories and play games. As a result, children's independence, confidence and curiosity was promoted.

There was clear communication with parents. Regular updates and valuable information was shared with parents. This included photographs and comments on children's experiences. Responses from parents were also recorded by the childminder. This ensured children received responsive care and were supported to develop. Comments from parents included: "[The childminder] is so friendly and professional. Regularly get updates about our child's day, promptly responds if we get in touch to check in" and "My [child] attends a wide range of different groups and activities whilst with "[the childminder] from toddlers to book bugs which she loves." Furthermore, "[The childminder] regularly does art and craft activities at home with the children and my [child] skills and interests in that have really come on in the last couple of months."

The childminder stayed informed about changes in the sector and current best practice by accessing the Care Inspectorate Hub. They had recently completed infection, prevention and control training and recognised how this supported them to maintain high standards. Other training including, first aid, developing through play and speech, language and communication had supported the childminder to develop children's health, play and learning. The childminder has reflected on their learning to identify future training needs. This demonstrated they recognised the importance of maintaining their skills and knowledge to provide high quality care play and learning.

We agreed with the childminder that accessing further training would be beneficial. We also suggested keeping a record of learning and its impact on children's experiences would be a positive step to maintaining a high quality service.

## 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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